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SCHOOLS INQUIRY COMMISSION.

Vol. I.

REPORT

THE COMMISSIONERS.

Presented to both Houses of Parliament by Command of Her Majesty.

CX-n-1

LONDON:
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PRINTERS TO THE QUEEN'S MOST EXCELLENT MAJESTY.
FOR HER MAJESTY'S STATIONERY OFFICE.

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REPORT.

INTRODUCTION.

TO THE QUEEN'S MOST EXCELLENT MAJESTY.

Terms of Commission.

WE, the Commissioners appointed by Your Majesty on the 28th December 1864, "to inquire into the education given in schools "not comprised within the scope of Your Majesty's Letters "Patent, bearing date respectively the 30th day of June 1858 "and the 18th day of July 1861, and also to consider and report "what measures, if any, are required for the improvement of such "education, having especial regard to all endowments applicable "or which can rightly be made applicable thereto," humbly submit to Your Majesty the following report:—

Extent of inquiry defined.

The extent of our investigation is determined by the two Commissions which have lately, by Your Majesty's command, reported on English education, viz., that on Popular Education, of which the late Duke of Newcastle was chairman, and that on the Nine Schools of Eton, Winchester, Westminster, Charterhouse, St. Paul's, Merchant Taylors, Harrow, Rugby, and Shrewsbury, of which Commission the Earl of Clarendon was chairman. The former of these Commissions inquired into the education of boys and girls of the labouring class, and the children who fell within its province were practically identical with those whose education is or might be aided from the Parliamentary grant by the Committee of Council. The latter Commission inquired into nine of the principal schools in which boys of the middle and upper classes are educated. All that lies between these limits belongs to the province of our inquiry.

Classification of schools.

The schools, therefore, on which it is our duty to report occupy a very wide range, which in fact includes, with only nine exceptions, all schools which educate children excluded from the operation of the Parliamentary grant. These schools are very different in their external constitution. We have, however, found it convenient to divide them into three classes only, *Endowed*, *Private*, and *Proprietary*.

Endowed.

By *Endowed* schools we mean schools maintained wholly or partly by means of a permanent charitable endowment.

Private.

The term *Private* schools we confine to such as are the property of the master or mistress who conducts them.

Proprietary.

The remaining schools are either the property of individuals, or of companies or corporations, who in some cases appropriate to themselves the profits of the undertaking, in others apply them in reduction of the cost of education for their own or others children: but whatever differences of this nature there might be, we have not found them to be of importance for the purposes of our classification. All schools, which are neither maintained wholly or partially by any permanent charitable endowment, nor the property of the masters or mistresses, we call *Proprietary*.

Inquiry into Endowments.

Your Majesty charged us to have "especial regard to all endowments applicable, or which could rightly be made "applicable," to the education given in the schools comprised within our inquiry. We have therefore considered that all endowments, which appeared originally to have been intended either wholly or partially for education above the elementary fell within our cognizance, notwithstanding that some of them might be now actually applied to elementary education only. We have also paid attention to the question, whether it is desirable to extend the application of a principle, frequently adopted both by Parliament and the Court of Chancery, in accordance with which endowments originally intended by their donors for purposes other than education, have, when circumstances have rendered their application to those prescribed purposes impossible or inexpedient, been devoted to educational objects.

Two other departments of our inquiry may be specially noticed here.

Education of girls.

1. The education of girls comes within the terms of our Commission, and has been kept in view in all our inquiries. But this part of our inquiry is, from the nature of the case, more limited than that of boys. Girls are much more often educated at home, or in schools too small to be entitled to the name, and both the number and the value of the endowments which are at present appropriated to their education bear an extremely small proportion to those appropriated to boys. Moreover, the privacy of girls' schools occasions greater difficulty in obtaining satisfactory information than is found in the case of boys.

We are, however, indebted to several ladies for their kindness in attending to give evidence.

Education of lower middle class.

2. The education of what is sometimes called the lower section of the middle class is at present often conducted in the National and British schools, and therefore was in some degree comprised within one of Your Majesty's former Commissions. But, as a whole, it appeared to us to be clearly within our province and to

deserve great attention. We have gathered much information as to the various ways in which this education is now carried on, though our inquiry into this most important part of our subject has been attended with unusual difficulties.

We determined to conduct our inquiry simultaneously by three methods: by the oral examination of witnesses before ourselves; by circulars of questions seeking for written information in detail from the authorities of the several schools; by assistant commissioners appointed to make a personal investigation of the actual state of the education and its adaptation to the needs of the population; and, subsequently, by a circular of questions addressed to a certain number of persons of eminence whose opinions were thought likely to be valuable. Methods of inquiry adopted.

I. We sought evidence from persons of very different positions and of various religious denominations. I. Witnesses.

1. Gentlemen who had taken part in examinations, such as those of the Society of Arts, the College of Preceptors, the local examinations lately instituted by the Universities of Oxford and Cambridge, the matriculation examination of the University of London, the examinations of the Council of Military Education, and of Your Majesty's Civil Service Commissioners, spoke of the state of education disclosed by the facts of their examinations. 1. Connected with examinations;

2. Representatives of the professions of medicine and surgery, law, and civil engineering, and some gentlemen conversant with agriculture were examined particularly on the kind of education, which it is desirable to secure in persons destined for those professions or for practical farming. 2. Representatives of professions;

3. The evidence of masters and mistresses of schools forms a large and important part of our information. We have endeavoured to leave no kind or class of school unrepresented. The larger grammar schools, both those occupied chiefly by boarders and those attended by day scholars, smaller grammar schools in country towns, Cathedral schools, the newly established County schools, proprietary and private schools both for boys and for girls, Roman Catholic, and Protestant nonconformist schools, have all been, as we believe, fairly and adequately brought before us. Moreover the scholars in these schools are of all ranks in society within the limits of our Commission. Two schools, Christ's Hospital, London, and King Edward the Sixth's School, Birmingham, from their size and the great value of their endowments, appeared to us to deserve especial attention. Accordingly we personally visited Christ's Hospital, and received evidence from all the heads of the several departments; and subsequently the President, H.R.H. the Duke of Cambridge, 3. Connected with schools.

honoured us by giving evidence on this subject. From Birmingham we received deputations from the governors, the town council, and the grammar school association recently established.

4. General; 4. Another important class of witnesses consists of persons who have either been active in the establishment of new schools of a public character, or, as trustees, have been concerned in the management of them, or from various causes have been led to take especial interest, either in the general questions affecting the foundation and management of schools, or in particular methods or particular subjects of instruction. Amongst these we have received a deputation from a committee lately formed for promoting the registration of teachers.

5. Legal. 5. Further, we have obtained evidence respecting the present state of the law of charitable trusts as affecting endowed schools, and the difficulties attendant on the administration of it. Lord Westbury; Lord Romilly, Master of the Rolls; Vice-Chancellor Sir W. P. Wood; Sir R. Palmer, then Your Majesty's Attorney-General; Mr. Hill, one of the Charity Commissioners; and other gentlemen who possessed special knowledge, or were qualified to give valuable opinions, on this subject, attended, at our request, and gave us the benefit of their experience and advice.

II. Circulars of questions addressed to schools. II. At the commencement of our task we framed a series of questions addressed to the authorities of schools. The questions concerning the instruction and discipline were almost identical for the three classes of schools; but endowed and proprietary schools required each an additional series respecting their external constitution. The questions were, with very few exceptions, confined to the present state of the schools, and were purposely drawn in considerable detail, in order to admit of the answers being definite and concise.

Some difficulty was felt in deciding to what schools we should send our circulars, partly from the absence of any means of satisfactorily ascertaining beforehand what schools were in fact comprised in our Commission, and partly from the very large number of those which we had reason to believe were included. No complete or sufficient list existed in any official document, so far as we were aware; and the lists given in unofficial publications were found to be very inaccurate.

1. What *endowed* schools received questions. 1. For the *endowed* schools we took as the basis of our list all those which are called grammar schools. The Commissioners, appointed by several Acts of Parliament in succession, inquired, during the period from 1818 to 1837, into almost all of the charitable trusts in England and Wales, and made copious reports on a large number of endowed schools, but did not give any classification of them. In the year 1842 a digest of these reports

was, by Your Majesty's command, made and presented to Parliament. In this the schools were arranged into two classes, viz., first, "Schools in which Greek or Latin was required to be, "or, at the time of the Commissioners' inquiry into it, was in "fact taught." These were called "Grammar Schools." Secondly, "all other schools." These were called "Non-classical Schools."

To all the schools, thus classed as *grammar* schools, 705 in number, excepting the Nine Schools previously reported on, our circulars of questions were sent.

Further, we sent our questions to all schools belonging to Cathedral bodies (excepting Westminster school) not being actually for choristers only, to all schools connected with Colleges in the Universities of Oxford and Cambridge, (which, with Cathedral schools, were exempt from the inquiries of the above-named Charity Commissioners,) and to schools of a similar class which had been founded since the date of that inquiry. We, considered it unnecessary that Marlborough and Wellington Colleges should answer our questions, as they had already given full information to the Nine Schools Commission.

Of the schools called in the above-named digest *non-classical*, amounting to nearly 2,200 in number, we had reason to believe that the large majority were devoted, both by their foundations and by actual use, to the education of the labouring classes only. Where from information received from time to time we found the case to be otherwise, we included any such school in our list: and eventually we thought it advisable to send our questions in full to those of them (about 40 in number) which were reported by the said Charity Commissioners to have incomes exceeding 500*l.* a year; and a very brief list of questions to the rest.

To whom addressed.

We determined to address our questions both to the trustees and to the master of each school. Those intended for the master were sent to him at the school. In the case of the trustees some difficulty was occasioned by the want of any official list of their names and addresses. This want was partially supplied by the information obtained by the (present) Charity Commissioners in reply to the questions contained in a return moved for by Mr. Hodgkinson in the House of Commons on 7th July 1864. Where by this or other means the name of the clerk to the trustees (if any), or of a leading trustee, was known, the circulars were sent to him for communication to the body of trustees. In the absence of such information, they were sent to the mayor of the town (if any), or if there were no mayor, to the incumbent of the parish. When, after a long interval, and after renewed applications, no answers from the trustees had been received, a copy of the questions was sent to

every trustee whose name was contained in the House of Commons return above mentioned.

Answers from *endowed* schools.

The answers which we received were in some cases very elaborate and accurate, in others very meagre and insufficient, necessitating many subsequent applications for further information. The Drapers' Company, who are trustees of Sir John Jolles' School, Stratford-le-Bow, of Howell's Charity at Denbigh and Llandaff, and of Barton-under-Needwood School in Staffordshire, have, notwithstanding repeated applications, given no answers. The Mercers' Company, in the cases of the Mercers' School on College Hill (which they deny to be an endowed school) and of Horsham School, have refused to send answers.

There are a few other schools respecting which either the supposed master or trustees have given no information; but they are unimportant, and the cause of the neglect is generally explicable from the mastership being vacant, or there being no properly constituted trustees.

Some "non-classical" schools have also neglected to reply to our inquiries. A few have refused to give answers, giving us their reason that they were not properly included in our inquiry.

2. What *proprietary* schools received questions.

2. To all *proprietary* schools whose existence we could ascertain, and which appeared to fall within our province, circulars were duly sent, and from most of them answers were received. Cheltenham College having been requested by the Nine Schools Commissioners to give them information, and having complied with this request, we thought it unnecessary to require more.

Our circulars were sent, among other proprietary schools, to almost all schools named in the (Roman) "Catholic Directory" which were not evidently private. From a few only were answers received.

3. What *private* schools received questions.

3. The *private* schools appeared to be so numerous (amounting, according to a list given in an unofficial publication, to more than 10,000) that we decided to leave to our Assistant Commissioners the duty of deciding to which private schools in their districts circulars of questions should be sent. In some districts, as in those of London and Lancashire, circulars were sent to every private school named in the London, suburban, and Lancashire Directories. In other districts they were sent only where the Assistant Commissioner had been in previous communication with the master or mistress.

Our questions have therefore not been sent to any private school which was not included within an Assistant Commissioner's district.

As much misconception appears to have prevailed respecting our intention in sending these circulars to private schools, we deem it right to state, that we never contemplated publishing any details of private schools in a way which could enable others than the master to identify the school concerned, but sought the information mainly with a view to obtaining general results on several matters of interest. Some account of the misconceptions which prevailed will be found in our Assistant Commissioners' reports. Purpose of addressing questions to private schools.

The answers received from private schools have been digested or otherwise dealt with by our Assistant Commissioners. The results appear in their reports. Use made of answers.

The answers from endowed and proprietary schools have been digested under our direction.

III. A most important part of our investigation is that which we conducted by means of Assistant Commissioners. We selected certain districts of England and Wales which, we thought, presented sufficient varieties of population and employment to enable us to report with some confidence on the present state of the education which falls within our province. Within these districts we determined to institute a personal inspection of the endowed, proprietary, and private schools for boys and girls; to test the attainments of the scholars by actual examination; to ascertain as far as possible the wishes and opinions of the parents respecting the education of their children, and thus to obtain as complete a view, as the time which we assigned for the inquiry admitted, of the demand for education in this section of the community, and of the extent to which this demand is supplied. These districts contained together more than one-third of the area and more than three-fifths of the population of England and Wales. We succeeded in securing the services of gentlemen of proved acquirement and ability to conduct the inquiry. III. Assistant Commissioners.

The districts selected, and the Assistant Commissioners appointed to them, were as follows:— Distribution of selected districts of England and Wales.

London, within the limits of the Postal district, embracing a circle of 12 miles' radius from Charing Cross, was assigned to D. R. Fearon, Esq., M.A., one of Your Majesty's Inspectors of Schools.

Surrey (outside of the London Postal district) and Sussex were assigned to H. A. Giffard, Esq., M.A., Senior Student of Christ Church, Oxford.

Devon and Somerset, with Bristol and its suburbs, to C. H. Stanton, Esq., M.A., Barrister-at-Law.

Staffordshire and Warwickshire to T. H. Green, Esq., M.A., Fellow of Balliol College, Oxford.

Norfolk, with the adjoining towns of Beccles and Bungay, and the Albert middle-class College at Framlingham, in Suffolk, and Northumberland, with Gateshead, to J. L. Hammond, Esq., M.A., Fellow of Trinity College, Cambridge.

The West Riding of Yorkshire, with the City and Ainsty of York, to J. G. Fitch, Esq., M.A., Lond., one of Your Majesty's Inspectors of Schools.

Lancashire, with the town of Birkenhead, to James Bryce, Esq., B.C.L., Fellow of Oriel College, Oxford.

The counties of Flint, Denbigh, Montgomery, Glamorgan, and Hereford, with the city of Chester and towns of Shrewsbury (exclusive of the Grammar School) and Monmouth, to H. M. Bompas, Esq., M.A., Camb. and Lond., Barrister-at-Law.

This inquiry was conducted in 1865 and the early part of 1866.

While the above-named districts appeared to us sufficient to furnish a general view of the education, we considered that the endowed schools required more particular attention. Accordingly we instructed our Assistant Commissioners, besides making a general report concerning the education of their districts, to make a separate report on each endowed grammar school within them; and on the completion of this task we determined to continue this inspection, so far only as the endowed grammar schools were concerned, throughout the rest of England and Wales. We were especially induced to do so by the insufficiency of the information given in reply to our circulars of questions; by the importance of the facts disclosed by the inspection already made within the special districts; and by the belief that no such examination and inspection had ever been previously made by any competent authority external to the school.

Inspection of endowed schools outside of selected districts.

Some of our Assistant Commissioners being prevented by other engagements from entering on this fresh duty, we appointed four more gentlemen, in addition to the five who were able to continue their services. The distribution of the remaining endowed schools was as follows:—

Distribution of the same.

Those in the counties of Berks, Hertford, and Oxford to Mr. Fearon.

Those in the counties of Cornwall, Dorset, Gloucester, Southampton, and Wilts to Mr. Stanton.

Those in the counties of Buckingham, Leicester, and Northampton to Mr. Green.

Those in the North and East Riding of Yorkshire, in the county of Durham (excluding Gateshead), and six schools in Westmoreland (adjacent to the North Riding of Yorkshire) to Mr. Fitch.

Those in the counties of Salop (excluding Shrewsbury), Worcester, Monmouth (excluding the town of Monmouth), Brecon, Radnor, Carmarthen, Pembroke, Cardigan, Merioneth, Carnarvon, and Anglesea to Mr. Bryce.

Those in the counties of Cumberland, Kent, and Essex to C. I. Elton, Esq., M.A., late Fellow of Queen's College, Oxford, Barrister-at-Law.

Those in the counties of Suffolk (excluding Beccles, Bungay, and Framlingham College), Huntingdon, Cambridge, and the rest of Westmoreland to D. C. Richmond, Esq., M.A., Fellow of St. Peter's College, Cambridge.

Those in the counties of Lincoln, Nottingham, and Rutland to H. W. Eve, Esq., M.A., late Fellow of Trinity College, Cambridge.

Those in the counties of Bedford, Chester (excluding the city), and Derby to R. S. Wright, Esq., M.A., Fellow of Oriel College, Oxford, Barrister-at-Law.

This inspection was made chiefly in the spring and summer of 1866, but in a few cases later in that year, or in the early part of 1867.

Assistant Commissioners sent to foreign countries.

Further, we considered that much instruction might be derived from a comparison of the methods and results of the system of education adopted in some parts of Europe, in the United States, and in Canada.

Europe.

Accordingly we appointed Matthew Arnold, Esq., M.A., one of Your Majesty's Inspectors of Schools, to inquire into the system of education of the middle and upper classes in France, Germany, Switzerland, and Italy. This inquiry occupied seven months, commencing in April 1865, Mr. Arnold was specially qualified for this task by his having been sent to France for a similar purpose in 1859 by Your Majesty's Commissioners on Popular Education.

America.

We appointed the Rev. James Fraser, M.A., late Fellow of Oriel College, Oxford, who was one of the Assistant Commissioners under the same Commission for a part of England, to conduct the investigation in the United States and Canada. We were informed by Your Majesty's Commissioners lately appointed to inquire into the schools in Scotland, that they were desirous of making a comparison between the Scottish system of education and that adopted in America. Mr. Fraser was therefore directed to examine the whole system of schools for all classes in the countries to which he was sent, and to make his report jointly to Your Majesty's Scottish Commissioners and to ourselves. Six months, commencing in April 1865, were employed in making his inquiry, and four months in drawing his report. Mr. Fraser's

Report has been already presented to Your Majesty by the Scottish Commissioners.

Assistant Commissioner sent to Scotland.

For the purposes of further comparison we authorized our Assistant Commissioner, Mr. Fearon, to inspect and examine the burgh schools in nine cities and towns in Scotland, which Your Majesty's Scottish Commissioners selected at our request, viz., the cities of Edinburgh and Glasgow, and the towns of Aberdeen, Ayr, Dumfries, Hamilton, Inverness, Perth, and Stirling. This inspection occupied six weeks, and was made in May and June 1866.

We have the pleasure of expressing our obligations to our Assistant Commissioners for the way in which they have carried our instructions into effect,—a task which, from its nature and extent, required great diligence, ability, and discretion.

Acknowledgment of Assistant Commissioners' services.

We gladly acknowledge the ready assistance given to our Assistant Commissioners by the authorities in the several foreign countries to which they were sent, and by Your Majesty's representatives abroad.

In vol. vi.

Baron D. Mackay, of the Hague, late Attaché to the Legation in London of the King of the Netherlands, has favoured us with an interesting communication respecting secondary education in Holland.

IV. Questions on special matters of opinion.

IV. We have also thought it proper to request a certain number of persons of eminence, who were known to have given their attention to the subject of education, to favour us with their

Answers to same.

opinions on some of the main points of our inquiry. The answers which we have received from them seem to us to be interesting and important. They exhibit a remarkable concurrence of opinion on several of the principal questions with which we have to deal. We thought it unnecessary to address these questions to persons who had given us oral evidence.

Interest felt in our inquiry.

Some other communications which we have received will be found in our volumes. They are some among many proofs which have been given us of the general interest taken in our inquiry, and of the readiness with which useful information has been put at our disposal. Among them is a paper drawn up, at our request,

In Appendix.

by Dr. Farr, of Your Majesty's General Registry Office, containing an estimate of the number of children whose education is the subject of our inquiry.

We have much pleasure in acknowledging the great assistance readily afforded us by the Board of Charity Commissioners, in allowing us free access to any of their documents which we needed to consult.

Information respecting previous education

We have obtained some interesting information showing the shares actually taken by different schools, and classes of schools,

in educating youths who go to the universities. We have to thank the heads of almost all of the colleges of the Universities of Oxford and Cambridge for affording us facilities for this purpose by having forms of inquiry distributed among the undergraduates in residence at Oxford and Cambridge in May 1867; and to thank the Registrar of the University of London for furthering the despatch of similar forms to all students who had matriculated at the University of London in the years 1864, 1865, and 1866. University students.

The heads of colleges at Oxford and Cambridge have also, at our request, favoured us with information respecting exhibitions and scholarships tenable at their respective colleges, but restricted to youths educated at particular schools or in particular localities. Restricted exhibitions and scholarships of the universities.

The College of Preceptors have favoured us at our request with a statement of the schools which have sent in candidates for their Pupils' examinations, and of the number of certificates which have been gained by them. College of Preceptors Pupils' examinations.

Our Chairman having communicated to us a letter from Dr. Lyon Playfair, stating that the Industrial Exhibition at Paris in 1867 furnished evidence of a decline in the superiority of certain branches of English manufacture over those of other nations, and that, in his opinion, this decline was partly due to a want of technical education in England, we proceeded to ascertain whether this opinion was held by other competent observers. Finding that the opinion was general, we thought it right to report at once to Your Majesty the communications we had received on the subject, as the prosecution of any inquiry into technical education itself appeared to be beyond our province. This Report was presented to both Houses of Parliament by Your Majesty's command in July 1867. Report relative to technical education.

The ample information which we have collected on the subject of our inquiry has been arranged in the following manner:— Arrangement of materials.

The opinions on some main points of our inquiry which we obtained from a certain number of persons of eminence, with some other communications, some correspondence, and an analysis of the evidence, appear in one volume. We have included in the same volume a reprint of an important report on the subject of the teaching of Natural Science in schools, which has been very recently drawn up by a Committee of the British Association for the advancement of Science and communicated to us. Opinions of men of eminence. Vol. ii.

In the case of the eight largely endowed schools which we have made the subject of detailed consideration in our Report, Answers of eight largely

endowed schools. Vol. iii.

viz., Christ's Hospital, St. Olave's Southwark, Dulwich, Birmingham, Manchester, Bedford, Tonbridge, and Monmouth, we have given the answers of the school authorities at length. These answers form a separate volume.

Evidence, Vols. iv. v.

The oral evidence of our witnesses is given in full in two volumes.

Assistant Commissioners' general reports. Vols. vi.–ix.

The general reports of our Assistant Commissioners are arranged in four volumes, containing respectively the reports on Secondary Education in Scotland and Foreign Countries, and in the Southern, Midland, and Northern counties of England. In these volumes will also be found our Assistant Commissioners' special reports on the eight largely endowed schools above referred to; and memorandums, by Mr. Elton on the claims of Cathedral schools to a larger share of the Cathedral endowments, by Mr. Richmond on a proposed grouping of the endowed grammar schools in Westmorland; and on certain general facts relating to the schools inspected by him in the counties of Cambridge, Huntingdon, and Suffolk, and by Mr. Wright on the schools inspected by him in Cheshire and Derbyshire.

In vol. vii.

In vol. ix.

In vol. viii.

Assistant Commissioners' special reports. Vols. x–xx.

The special reports of our Assistant Commissioners on the endowed grammar and other secondary schools, together with short digests both of the answers given by the school authorities to our circulars of questions and of the material facts relating to the foundation of each of these schools, as given by the Reports of the Commissioners of Charities (1818–1837), are contained in eleven volumes, one for each Registrar-General's division. In order to ensure accuracy these digests have been submitted to the authorities of the several schools concerned.

Endowed non-classical, and proprietary schools, &c.

The information received respecting non-classical endowed schools (not included in our list of secondary schools), and the digested accounts of proprietary schools, will be found in the same volumes.

Mr. Richmond has assisted our secretary in superintending the preparation of these volumes, and has drawn up the lists of grammar and other secondary schools, which will be found in the Appendix to our own Report. The ability and industry with which this gentleman has performed this important task have been of the greatest service to us.

Having thus enumerated the ample materials which have been laid before us, we proceed to state the opinions we have formed on the present state of the education into which Your Majesty commanded us to inquire, and the measures which we humbly recommend for its extension and improvement.

We have arranged what we have to say in the following order :—

In Chapter I. we have endeavoured to describe the aim at which all improvements in secondary education, and especially in the endowed schools, should be directed; the kinds of education that appear to be required in this country, and the classes of schools which will be necessary in order to give those kinds of education effectually.

Chapter II. contains a description of the present state of English schools for secondary education, and particularly of the endowed schools. We have here endeavoured to point out, not only the defects which appear to exist in these schools, but the chief causes to which those defects are traceable.

In Chapter III. we have given an account of the revenues and local distribution of the endowments for secondary education, showing what parts of the country are already supplied with resources of this kind, what parts have no such resources.

In Chapter IV. we have examined the present state of the law affecting educational endowments, and the inadequacy of the jurisdiction at present exercised, whether by visitors or by the Court of Chancery and the Charity Commission to effect any sufficient reform.

In Chapter V. we have specially considered eight of the largest endowments, and pointed out in what respects the results which they attain appear to us to fall short of what might fairly be expected from their revenues, and what changes would in our opinion enable them more adequately to fulfil the purposes to which such endowments ought to be devoted.

Chapter VI. contains a review of the various opinions put before us by intelligent witnesses on the present condition of the education of girls, followed by such suggestions as appear to us likely to tend to its improvement.

Chapter VII. is occupied by the general recommendations, which, after having thus completely discussed all the materials in our hands, we humbly lay before Your Majesty for consideration.

CHAPTER I.

OF THE KINDS OF EDUCATION WHICH APPEAR TO BE DESIRABLE AND ATTAINABLE.

Our information comprises an account,—
1. Of what English education is.
2. Of what it ought to be.

THE information that we have collected, partly by means of our Assistant Commissioners, partly by the examination of witnesses, falls naturally under two chief heads; first, an account of what English secondary education now is; secondly, indications, more or less precise, of what it ought to be in order to meet the needs of the country and the wishes of the parents. We think it will be convenient to discuss these separately. We propose in the next chapter to examine what education is reported to be given at present in English secondary schools, and more particularly in the endowed grammar schools, to which our attention is especially directed by the terms of our Commission. We shall then endeavour to estimate both their success and their failure, and, as far as possible, to point out to what causes that success and that failure are due, and thus to lay a foundation for the recommendations which it will be our duty to make for their improvement. But we think we shall gain in clearness, if before we thus proceed to examine what education they now give, we endeavour to determine what they ought to give. We shall thus have a standard to measure their deficiency where they are deficient, and a guide to indicate beforehand the direction in which improvements should be made. In making this attempt to determine what these schools ought to do, we do not propose to set before us an ideal so high as to be out of reach for the present, or even difficult of attainment if due energy be used. We confine ourselves within what we believe to be not only desirable, but within no long period attainable in England. We take as our guides on the one hand the wishes of the parents as far as we have been able to ascertain them, and as far as they seem to us to be reasonable, and the statements made to us by numerous intelligent witnesses who have considered the subject; on the other hand the experience obtained from those foreign countries that have preceded us in their endeavours to secure a sound system of education adapted to their special needs. We begin first with what we obtain from England, namely, the indications

What it is will be considered in the next chapter.

What it ought to be will be considered now.

that we have of the wishes of the parents, and coupled with these the opinions put before us in the evidence of our witnesses. We shall discuss here, first, the secular instruction desired; secondly, the religious instruction; thirdly, the preference expressed, in some cases for boarding schools, in other cases for day schools, according to circumstances.

I.—Wishes of Parents and Opinions contained in Evidence of Witnesses.

a. Secular Instruction.

Importance of parents' wishes.

[1] Much evidence has been laid before us tending to show that indifference and ignorance of the subject on the part of the parents are among the chief hindrances to education at present. Too often the parents seem hardly to care for education at all. Too often they give an inordinate value to mere show. Too often they think no education worth having that cannot be speedily turned into money. In fact, many parents need education themselves in order to appreciate education for their children, and their present opinion cannot be considered final or supreme.

But ultimately the decision of whatever has to be decided must rest with them, and even at present no step can be taken with any chance of success without the most careful consideration of their wishes. [2] One of the many reasons for the present inquiry is, that so many excellent endowments are useless, because they offer one kind of education, and the parents wish for another. This at least ought to be conceded to them as a general principle, that what they require their children to be taught, that, if it be practicable, shall be put within their reach; what method shall be followed in teaching it, whether anything else shall be taught in addition to it, and if so, what else—this they would probably be willing to leave to the authorities in charge of the schools.

Three grades of education determined by age at which parents remove children from school.

The wishes of the parents can best be defined in the first instance by the length of time during which they are willing to keep their children under instruction. [3] It is found that, viewed in this way, education, as distinct from direct preparation for employment, can at present be classified as that which is to stop at about 14, that which is to stop at about 16, and that which is to continue till 18 or 19; and for convenience we shall call these the Third, the Second, and the First Grade of education respectively. The

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[1] Hammond, p. 316. Bryce, pp. 539, 724, 781. Fitch, p. 267. Bompas, p. 10. Stanton, pp. 14, 15. Giffard, pp. 104, 105. Ven. Archd. Hamilton, 9742.

[2] Fitch, p. 109, 176.

[3] Fearon, p. 6. Stanton, pp. 12, 13.

difference in the time assigned makes some difference in the very nature of the education itself; if a boy cannot remain at school beyond the age of 14 it is useless to begin teaching him such subjects as require a longer time for their proper study; if he can continue till 18 or 19, it may be expedient to postpone some studies that would otherwise be commenced early. Both the substance and the arrangement of the instruction will thus greatly depend on the length of time that can be devoted to it.

It is obvious that these distinctions correspond roughly, but by no means exactly, to the gradations of society. Those who can afford to pay more for their children's education will also, as a general rule, continue that education for a longer time.

We shall discuss these grades of education in order, beginning with the first, that is, with the one which keeps boys at school for the longest time.

FIRST GRADE: Education continued till age of 18 or more.

The bulk of those who wish for this grade of education, that is, who wish their children's schooling to continue till 18 or past, consists of two very distinct classes, which must be considered separately.

Parents who desire this grade are of two classes.

1. Parents of ample means. Their wish is to *widen* education.

One class is identical, or nearly so, with those whose sons are in the nine schools that have been already reported on by a previous Commission; men with considerable incomes independent of their own exertions, or professional men, and men in business, whose profits put them on the same level. This class appears to have no wish to displace the classics from their present position in the forefront of English education; but there is among them a very strong desire to add other subjects of instruction. Their wish appears to be not to change, but to widen; to keep classics, but to cultivate mathematics more carefully than at present, to add modern languages and natural science.

Difficulties. (*a*) This involves bifurcation.

But it is obvious that this extension of study has its limit, and that it is not possible to carry all boys through a great range of subjects. For this reason all the great schools of late foundation Marlborough, Cheltenham, Clifton, and others, have been compelled to go still further, and to add modern departments, in which Greek is dropped altogether, and Latin much diminished. It cannot be said that this is always successful, even in meeting the parents' wishes. [1] "They think it excellent that the modern "department should be provided; they take considerable interest "in it; but they are very generally not willing to put their own "boys into it." In fact, they are often timid; and while very desirous that experiments should be tried, not ready to let their own children be the subjects on which the trial should be made.

[1] Rev. Dr. Benson, 4757.

They desire very often, above everything else, that their boys should be like other boys, and not marked off as peculiar. [1] Moreover, it seems often to be difficult to prevent these modern departments from being a refuge for boys whose inferior ability or diligence has prevented their success in classical studies; and a special department flooded with the idle and the dull cannot well be otherwise than a failure. When most of the cleverness among the boys, and the chief interest of the master are given to one set of studies, there is little likelihood of true success in the pursuit of a different and a rival set in the same school.

(*b*) And may preclude access to the University.

But a much more real obstacle to the success of these modern departments is the unwillingness of many parents of this rank to give their sons an education which precludes them from afterwards going to the Universities. They generally wish to leave this possibility open to the last; and, if so, the classics, according to the present regulations of the Universities, are indispensable. In short, in order to meet their wishes, the modern departments ought to stand as high, whether in social estimation, or in the talent of the boys who enter them, or in opening the way to the Universities, as the Classical Schools to which they are attached. While they shut boys out from the Universities, and are made a sort of refuge into which the masters send the duller intellects, they cannot really be what the parents desire.

Demand for such wider education is increasing.

But the demand for such schools, or departments of schools, appears to be growing, especially among those, who, from the first, intend their sons to go into business or into professions, direct from school, and do not desire them to have a university education at all. They think classics good, but other things indispensable; and they want the classics either to make room beside themselves, or to give way altogether.

2. Parents of good education but confined means.

The other class of parents, who wish to keep their children at school the same length of time, have a somewhat different desire. These are the great majority of professional men, especially the clergy, medical men, and lawyers; the poorer gentry; all in fact, who, having received a cultivated education themselves, are very anxious that their sons should not fall below them. [2] Of this class it should rather be said that they wish to cheapen education than that they wish to widen it. They would, no doubt, in most instances be glad to secure something more than classics and mathematics. But they value these highly for their own sake, and perhaps even more for the value at present assigned to them

Their wish is to *cheapen* education.

[1] Green, pp. 153, 189. Fearon, p. 279. Bryce, p. 665. Giffard, p. 150.
[2] Hammond, p. 443. Green, p. 162. Bryce, p. 640.

in English society. They have nothing to look to but education to keep their sons on a high social level. And they would not wish to have what might be more readily converted into money, if in any degree it tended to let their children sink in the social scale. The main evil of the present system, in their eyes, is its expense. The classical education of the highest order is every day to a greater degree [1] quitting the small grammar schools for the great public schools, and others of the same kind. Those who want such education can no longer find it, as they could in the last century, close to their doors, all over the country. They are compelled to seek it in boarding schools, and generally in boarding schools of a very expensive kind.

SECOND GRADE:

Education continued till age of 16.

Parents wish for less classics.

Parents are of two classes.

1. Parents whose children are to enter professions requiring early special training.

2. Parents of straitened means.

When we come down to the second grade of education, that which is to stop at about 16, the desire to substitute a different system for the classical becomes stronger, and though most of these parents would probably consent to give a high place to Latin, they would only do so on condition that it did not exclude a very thorough knowledge of important modern subjects, and they would hardly give Greek any place at all. These parents consist of two classes. On the one hand, many of them could well afford to keep their children at school two years longer, but intend them for employments, the special preparation for which ought to begin at 16; as, for instance, the army, all but the highest branches of the medical and legal professions, civil engineering, and some others. On the other hand, there are very many parents whose position in life makes them require their boys to begin at 16 wholly or partially to find their own living.

First class would accept Latin.

The first of these would no doubt accept Latin as an important element in education, partly because it is in some cases of real practical use in these professions, partly because of its social value, partly because it is acknowledged to facilitate a thorough knowledge of modern languages, partly because almost all teachers agree in praising its excellence as a mental discipline.

Second class in the main reject, or are indifferent to, Latin.

But the great mass of the other class seem disposed barely to tolerate Latin, if they will even do that. Mr. Fearon has expressed what is no doubt a very general feeling in describing the wishes of the mercantile classes in London.

Statement of Mr. Fearon to this effect.

"Among the mercantile classes in London, that is to say, the "tradesmen, shopkeepers, and all who live by trade (who now "to a large extent patronize private schools, but many of whom "have sons whom they want to educate cheaply, and would, "under altered circumstances, gladly avail themselves of the "grammar schools), I find a great desire for less instruction in

[1] Fitch, p. 109. Dr. Bryce, 8479.

"classics, and more thorough teaching in modern subjects. This "feeling is growing and spreading so much among the mercantile "and trading classes, that I have been assured by several men of "business that few things would please them better than a suc- "cessful attack upon classical studies. When I have asked what "is the reason of this feeling against the classics, and have endea- "voured to explain the value of the cultivation which results from "them, the answer has been, 'Our sons' school life is not long "'enough for the production of the fruits of which you speak. "'They do not come to any maturity in the time; moreover, "'though classics may be excellent, yet, mathematics, modern "'languages, chemistry, and the rudiments of physical science "'are essential, and we do not find time enough for all. We "'must, therefore, either abandon classical teaching altogether, "'or have it provided in a manner which shall not occupy "'much time.'"[1]

To the same effect Mr. Bryce[2] reports that most of the grammar schools in Lancashire have been compelled by the parents to abandon classical teaching or reduce it to a minimum. But it must not be supposed that this opinion is universal, or that it prevails equally in places where the schools are efficient and where they are inefficient. [3] At Birmingham it is stated by Mr. Evans that parents who mean to put their boys into business at 16 are just as willing to put them into the classical as into the commercial department, and that their choice is determined more by the accident of a vacancy in one or the other than by anything else. Mr. Green[4] reports that in his district (Warwickshire) "the "aversion to the grammar schools has arisen not from their "teaching Latin, but from their failing to teach writing and "arithmetic, or at any rate to teach them expeditiously." Mr. Fitch[5] says that "among the shrewd and practical people of "his district (Yorkshire) there is an increasing desire for "genuine culture, and no disposition to undervalue the study "of the classics, but there is certainly a feeling that it is a "mistake to subject a boy who is never going to the University "to a course which presupposes that to be his destination."

This opinion not the same everywhere.

Not a [6] few of our witnesses gave evidence to the same effect. And it appeared evident that as a general rule a successful master was readily allowed to indulge his natural leaning

Evidence of witnesses.

[1] Fearon, p. 320. [2] Bryce, pp. 507, 624. [3] Rev. C. Evans, 5673.
[4] Green, p. 152. [5] Fitch, p. 168.
[6] Rev. Dr. Howson, 2782. Rev. Dr. Mortimer, 3681. Rev. W. C. Williams, 5037. Mr. Payne, 6907. Mr. Templeton, 7667. Mr. Isbister, 9189. Rev. Dr. Lowe, 9591. Rev. T. Williams, 11,138. Mr. Ford, 11,878. Mr. Torr, 12,084. Mr. E. Edmunds, 13,736, and others.

towards classical culture as his instrument of education, provided he did not thereby exclude what the parent considered indispensable; while a few of the more intelligent parents appeared to wish to retain Latin at least, if not Greek for its own sake.

In education of this grade knowledge of certain subjects indispensable: further culture may be added.

Finally, it may be said, that in education of this grade a certain amount of thorough knowledge of those subjects which can be turned to practical use in business, English, arithmetic, the rudiments of mathematics beyond arithmetic, in some cases natural science, in some cases a modern language, is considered by the parents absolutely indispensable, and that they will not allow any culture, however valuable otherwise, to take the place of these. But some of them are not insensible to the value of culture in itself, nor to the advantage of sharing the education of the cultivated classes.

Wealthier part of community contained in these two classes.

The education of the first grade which continues till 18 or past, and that of the second grade which stops at about 16, seem to meet the demands of all the wealthier part of the community, including not only the gentry and professional men, but all the larger shopkeepers, rising men of business, and the larger tenant farmers.

THIRD GRADE. Parents lower in social rank, but so numerous as to be equally important. Wish for very good reading, writing, and arithmetic.

The third grade of education, which stops at about 14, belongs to a class distinctly lower in the scale, but so numerous as to be quite as important as any: the smaller tenant farmers, the small tradesmen, the superior artisans. The need of this class is described briefly by [1] Canon Moseley to be "very good "reading, very good writing, very good arithmetic." More than that he does not think they care for; or if they do, they merely "wish to learn whatever their betters learn." To the same effect [2] Mr. Green defines their wish to be what is called a clerk's education; namely, a thorough knowledge of arithmetic, and ability to write a good letter. It cannot be said that this is aiming at much, and it is to be wished that parents even of this rank should learn the value of a somewhat higher cultivation. But the more their demand is considered the more thoroughly sensible it seems, and they certainly have a right to insist that what they wish for shall be secured before anything else be added.

Position of farmers.

The smaller tenant farmers, it is to be feared, do not often aim at so much as this, and [3] if it were not for fear of being outdone by the class below them, would probably not care much for any education at all. But so little of what really deserves the name of secondary education is at present put within the reach of this class,

[1] Rev. Canon Moseley, 1971.
[2] Green, p. 186. Hammond, pp. 289, 334. Fitch, p. 249.
[3] Stanton, p. 14. Giffard, p. 104.

whether in town or country, that they cannot be said to have had fair means of forming an opinion.

Such on the whole appear to be the wishes of the parents. It is obvious that these wishes point rather to the results of education than to the processes. They are more concerned with what a boy brings away from school than with the methods by which he has acquired it. To learn something of the methods that must be followed to meet their wishes, and, if possible, do more than meet them; to learn how a higher culture may be combined with that necessary preparation for the work of life of which the parents chiefly think, we must have recourse to those who have made education their study. And such, accordingly, were the great majority of the witnesses whom we examined on matters relating to this part of our subject.

Parents tell the results desired: Schoolmasters the mode of getting these and adding culture.

Before discussing their opinions on the various subjects of instruction it is necessary to sum up their answers to the preliminary question whether schools should endeavour to give general education, or as far as possible to prepare boys for special employments. On this point there was an almost [1] unanimous agreement in favour of general education. Of course no objection could be raised to the teaching of any subject which, though specially useful in some particular employment, was either well suited to the general cultivation of the intellect, or could easily be made so. The double purpose served by such a subject would be of necessity a weighty argument in its favour. But special preparation for employments to the neglect of general cultivation was all but universally condemned as a mistake. It disorganised and broke up the teaching. It conferred a transitory instead of a permanent benefit, since the boy whose powers of mind had been carefully trained speedily made up for special deficiencies, and very often it taught what soon had to be unlearnt or learnt over again. Book-keeping, for instance, though it was often taught in schools, and [2] with some success, yet was [3] not generally recommended. [4] It was said that a boy who had learnt it often found that the particular system which he had learnt was not that which he afterwards had to practise; while, on the other hand, a boy who had a thorough mastery of arithmetic could learn any system of book-keeping in a very short time. And similar remarks might be made on other similar

Preliminary question: Shall schools train for special employments?

Answered in the negative by almost all.

[1] Mr. Amos, p. 260. Mr. Creak, 10,829. Dr. Davies, 12,484. Mr. Lingen, 13,086. Mr. Thompson, 11,697. Mr. Torr, 12,073. Prof. Völcker, 2236. Prof. Rankine, 2339, 2351. Mr. Paget, 2134. Dr. Gull, 2415. Dr. Acland, 2846.

[2] Rev. G. Bradley, 4092.

[3] Mr. Mason, 3296. Mr. Sharp, 8681. Mr. Besant, 1352.

[4] Fitch, p. 271. Bryce, pp. 656, 663. Green, p. 128. Giffard, p. 192.

School should give general education.

subjects. The general conclusion was that there should be no attempt to make school a substitute for apprenticeship, but that a school should teach what might be fairly considered as likely to be useful to all its scholars, whether as mental discipline or as valuable information.

Three leading subjects of instruction: 1. Language; 2. Mathematics; 3. Natural science.

Starting from this conclusion, and considering the school as the means of giving general education, we may classify the subjects of instruction under three chief heads—language, mathematics (in which we include arithmetic) and natural science. Of these three the great bulk of our witnesses agreed in thinking the most efficient instrument of education to be language.

1. *Language* preferred by bulk of witnesses.

1. Most of them, indeed, seemed to look on arithmetic as simply indispensable, and not, therefore, to be including it in their comparison; and it is obvious that for all practical purposes this assumption is sound. [1] But mathematics beyond arithmetic were by several distinctly compared with language and the preference given to language.

This opinion approved.

With this general conclusion we are disposed to agree. "The human" subjects of instruction, of which the study of language is the beginning,[2] appear to have a distinctly greater educational power than the "material." As all civilisation really takes its rise in human intercourse, so the most efficient instrument of education appears to be the study which most bears on that intercourse, the study of human speech. Nothing appears to develop and discipline the whole man so much as the study which assists the learner to understand the thoughts, to enter into the feelings, to appreciate the moral judgments of others. There is nothing so opposed to true cultivation, nothing so unreasonable as excessive narrowness of mind; and nothing contributes to remove this narrowness so much as that clear understanding of language which lays open the thoughts of others to ready appreciation. Nor is equal clearness of thought to be obtained in any other way. Clearness of thought is bound up with clearness of language, and the one is impossible without the other. When the study of language can be followed by that of literature, not only breadth and clearness, but refinement becomes attainable. The study of history in the full sense belongs to a still later age: for till the learner is old enough to have some appreciation of politics, he is not capable of grasping the meaning of what he studies. But both literature and history do but carry on that which the study of language has begun, the cultivation of all those faculties by which man has contact with man.

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[1] Rev. Dr. Barry, 5492. Dean of Ely, 17,216. Rev. J. M. Brackenbury, 17,343.
[2] Arnold, pp. 592–599.

To this judgment one important qualification must be attached; for it must be admitted that, to a certain extent, the cultivation derivable from language will be supplied by the ordinary intercourse of life, whereas the "material studies," if not regularly taught, will probably never be learnt at all; and this consideration must be allowed much weight where the length of time assigned to education is very short. And one witness, to whose opinion great authority must be given, [1] Canon Moseley, distinctly preferred that an artizan should have a thorough knowledge of the science of his own handicraft, even without any cultivation at all, to his possessing superior cultivation with less science. With an important qualification.

There is no doubt some difficulty in balancing the claims of liberal and mechanical studies on those who are to live by handicraft, and if Canon Moseley's opinion be confined to the case of artizans there is much to be said in its defence. But the great majority of our witnesses took the opposite view, and some even stated that [2] they would teach Latin, if only for two years, and even to peasants, if peasants could be induced to learn it.

Passing from languages in general to the choice among them, it seems to be generally agreed that, except for education of the first grade, [3] Greek cannot be usefully taught. And even in that grade it seems to be the prevailing opinion that Greek should not be considered absolutely essential. But there was a very great preponderance of evidence in favour of Latin. Which language should be taken? Greek not essential.

There can be no doubt that a boy gains very much in the study even of his own language by the study of another. A great deal of grammar which it is very hard to explain to a learner becomes clear without any explanation at all in the mere act of learning a foreign language. [4] All masters appear to be agreed that nothing teaches English grammar so easily or so well as Latin grammar, and next to that, they would place the teaching of some other foreign grammar, such as French. The preference is given to Latin for many reasons. There is something no doubt in the beauty of the language itself. But the chief stress is laid on the fulness and precision of its accidence, in which no modern language can rival it. Further, it has entered so largely into English that the meaning of a very large proportion of our words is first discovered to us on learning Some language other than English, why desired. *Latin*—why preferred.

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[1] 1972.

[2] Mr. Templeton, 7650. Mr. Walker, 11,028. Rev. F. V. Thornton, 15,568–9. Rev. Dr. Lowe, 9560. See also Dr. Hodgson, 8976.

[3] Green, p. 191. Bompas, p. 8. Stanton, p. 18. Giffard, p. 187. Bryce, p. 642.

[4] Rev. C. Evans, 5787. Rev. J. Jones, 6438–47. Rev. H. G. Robinson, 6495. Mr. B. Hill, 17,108. Hammond, p. 399. Green, p. 150. Bryce, p. 647.

Latin. And to a no less degree has it entered into English literature, so that many of our classical writers are only half intelligible unless some knowledge of Latin precede the reading. Latin again is a common gateway to French, Italian, and Spanish. Some teachers even maintain that [1] French can be taught more easily in company with Latin than by giving all the time to French alone. To these reasons must be added the fact that a very large number of the examinations of the present day require a knowledge of Latin, and schools are therefore compelled to teach it in order to meet this requirement.

Witnesses on this point belong to three classes.
1. Schoolmasters.
2. Professional men.
3. Persons interested in education generally.

The witnesses whom we examined on this question may be divided into three classes:—1. Schoolmasters who spoke from their own experience; 2. Professional men, who described the general education which they thought necessary as a preparation for their own professions; 3. Managers and promoters of schools and others who for different reasons had taken an interest in education, and had bestowed some thought on the subject.

1. Schoolmasters almost unanimous in favour of Latin.

The schoolmasters were almost unanimous in regarding Latin as their chief educational instrument. [2] It might almost be said that in proportion to a master's success was the emphasis with which he expressed this preference. Not a few declared that boys who learnt Latin, beat boys who did not learn Latin, even in other subjects with which Latin had no direct connexion. This was in particular the testimony of the head master of King Edward's School at Birmingham, who had lately introduced Latin into one of the elementary schools under his charge.

Objection: "Schoolmasters prefer Latin because they know it best."
Answer.

Of course it may be said that these gentlemen are generally better able to teach Latin than anything else, and that they ascribe to the subject a success which is really due to their own better acquaintance with it. And there is no doubt much truth in this, but for practical purposes this consideration adds on one side almost as much as it takes away on the other. For it is quite certain that for some years to come whatever is to be done in the way of education must be done through and by the present schoolmasters, and especially the best of them; and the fact that they can teach some one subject better than anything else will necessitate giving a large place to that subject in any plan for the improvement of education. [3] Mr. Bryce pronounces Latin to be at present "the only subject taught with thoroughness." And

[1] Green, pp. 150, 151. Stanton, p. 20. Rev. Dr. Bryce, 17,275. Rev. W. C. Williams, 5038–41.

[2] Mr. O. Waterfield, 16,478, and p. 770. Rev. Dr. Haigh, 15,307. Rev. W. C. Williams, 5038–41. Rev. J. Jones, 6188. Rev. T. Southwood, 5570–4. See also Mr. Walrond, 15,331. Rev. C. Evans, 5786–5794.

[3] Bryce, p. 640.

it would plainly be in the highest degree inexpedient to dislodge it from its place till we were sure of getting something better.

2. Professional men also prefer Latin, but less heartily.

The representatives of the different professions, though by no means so earnest in their opinions as the schoolmasters, still on the whole came to the same result. [1] Lawyers, medical men, farmers, engineers agreed in wishing that a certain amount of Latin should form a part of the preliminary education for their several occupations.

3. Persons of less practical acquaintance with education differ in opinion.

There was not the same unanimity among those whose acquaintance with the subject was not quite so directly practical, and the opinions expressed by some of these require special notice.

Some advocates of English.

With reference to *first* grade of education.

Lord Harrowby, Mr. Dasent, and to these we must add Mr. Thring of Uppingham, from among the masters, and Professor Seeley, who has had personal experience of the teaching of boys, earnestly advocated the importance of English. Lord Harrowby, Mr. Dasent, and Mr. Thring were speaking chiefly of the first grade of education, and wished to find a place for English by the side of the classics; great weight is undoubtedly due to this opinion, and to the arguments used in support of it. The beauty of English literature; its power to cultivate and refine the learners; the fact that French and German children were carefully instructed in their respective languages; the example of the classic nations themselves, who certainly studied their own great writers; these and other similar arguments were urged upon us with great force. Mr. Thring, moreover, maintained that he had succeeded at Uppingham in introducing English without injuring the classics at all. Assuredly it would be a most valuable result if anything like a real interest in English literature could be made general in England; and we cannot believe that English could not be studied in English schools with the same care and with the same effect as French is in French schools or German in Prussian schools. [2] Professor Seeley went still further than the other three; he was speaking chiefly of education of the second grade, and in that education he wished to substitute English for Latin, and exclude Latin altogether. But he means by English not grammar, but rather rhetoric. "English," he says, "ought not to be taught to boys as a language, but as their language; not curiously and scientifically, but artistically, practically, rhetorically. The object is to train boys in their gift of "speech, to teach them to use it more freely, more skilfully, more "precisely, and to admire and to enjoy it more when it is nobly "used by great authors. The merely grammatical part should

With reference to *second* grade.

[1] Mr. Young, 2383. Dr. Gull, 2427–8. Mr. Paget, 2183. Dr. Acland, 2867. Prof. Rankine, 2362. Mr. Garle, 2543. Mr. Torr, 12,067.–9. Mr. Edmunds, 13,735.

[2] 16,615.

" therefore be passed over lightly, the antiquarian part might be " omitted altogether; the principal stress should be laid on com- " position." " Precision, accuracy, and solidity" he would avowedly make secondary, and aim rather at "brilliancy and " elegance." [1]It may be admitted that Professor Seeley has rightly defined the true purpose of teaching English literature; not, that is, to find material with which to teach English grammar, but to kindle a living interest in the learner's mind, to make him feel the force and beauty of which the language is capable, to refine and elevate his taste. If it could be so taught, it would certainly have one merit that could hardly be overestimated, namely, that the man would probably return to it when the days of boyhood were over, and many who would never look again at Horace or Virgil, would be very likely to continue to read Shakspear and Milton throughout their lives. But it is obvious that precision, accuracy, and solidity cannot be dispensed with, and if not attained by this instrument, must be by some other. This, however, might perhaps be supplied. But a still greater difficulty in the way of Professor Seeley's suggestion is the difficulty of finding [2]fit teachers to use such a method. Average teachers will be after all average men with little perhaps of brilliancy and elegance in their nature; and it may be questioned whether much would be gained by setting before them so high and, in many cases perhaps, unattainable an aim. [3]Mr. Derwent Coleridge points out with much force that "to teach English as " a study is a far more rare and difficult accomplishment than " to teach Latin; and that for one man who can take a play of " Shakspear or the 'Paradise Lost,' as a class book, there are ten " who can carry boys very respectably through Cæsar and " Virgil, whether regard he had to the language or the subject " matter." "A practical view," he continues, "must be taken " of the question. The English classics must be read, and will " help of themselves to educate the reader; but a *scholarly* " acquaintance with the English language, of the humblest kind, " can be most quickly as well as most thoroughly gained through " the medium of Latin." On the whole, we have no doubt that English literature could have, and ought to have, a place in our schools; but we do not think that it will obviate the need of another language.

English literature should be studied, to train taste rather than to teach grammar.

With reference to *third* grade. Some wish for strong line of demarcation between grades.

Canon Moseley and Mr. Rogers went as far as Professor Seeley, but rather with a view to education of the third grade than of the second. Both looked on Latin as unsuited to this kind of education. Canon [4]Moseley seemed to think that classics as

[1] Bryce, p. 619. Giffard, p. 196.
[2] Green, p. 149.
[3] Answers to circular, p. 20.
[4] 2060.

taught in such schools must be "essentially and necessarily "superficial, pretentious, and unreal." Mr. [1]Rogers feared that if Latin were admitted at all, it would be found "the thin end of "the wedge." The schoolmaster "would go on to Greek," and "his ambition would be to get the boys off to the University." Both seemed to think that it was rather a good than an evil that a clear breach should be made between the different grades of education. This, however, was not the general feeling. It was generally thought that no arrangement of this matter would be complete unless it were possible for boys of exceptional talent to rise to the highest education which the country could supply. And this of course implies that there should be some connecting thread pervading education of every grade. In particular, Mr. Goldwin Smith [2]urged the necessity of maintaining such a connexion, as in his judgment a powerful argument in favour of basing education generally upon Latin. Canon Blakesley regarding "education as the social bridge which unites all classes "of society in England above the mere day labourer," believes that "the cement of this is furnished directly or indirectly by "the Latin language;" and he would therefore make Latin "a "part, however differing in amount, of the cycle of instruction "in every middle school, from the lowest to the highest." [3]To the same effect Mr. Green treats it as a serious objection to the abandonment of Latin that it would finally divorce the smaller grammar schools from the Universities.

Others deprecate this.

The best mode of dealing with Latin is probably not far from that suggested by Mr. Fearon. If boys were not allowed to begin Latin till the elements of an English education were thoroughly secured; for instance, till they were capable of passing the highest standard of the Committee of Council on Education; if it were then kept within such limits as not to encroach on other subjects but give them aid, it would probably have its full educational value at the time, and prepare the way for a higher grade of education afterwards, if a higher grade were intended.

Conclusion. Ensure good elementary education; and then begin Latin.

French may be considered as in some degree the rival of Latin, in its claim to be the means of teaching language. [4]Earl Fortescue has put the argument in its favour concisely and forcibly—"I believe that the subtler parts of French gram-"mar afford a very good discipline to the mind, and a very fair "test of what might be called scholarship in the case of those "who have only a limited number of years to bestow on their "education. One must never forget that a living language has

Position of French.

[1] 13,695, 13,696. [2] 8909. Bryce, p. 217. Answers to circular, p. 14.
[3] Green, p. 153. [4] 8828.

"a much better chance of being kept up in after life than a dead "one, and besides the knowledge of it has a certain marketable "value, not perhaps easily defined, but very appreciable." Professor Cassal also maintained that it might be made as effective an educational instrument as Latin. But it seems quite certain that at present very few English teachers could make such a use of it. [1] Mr. Giffard reports that it is impossible to estimate the result of substituting French for Latin till a new class of teachers equally versed in both French and English has arisen. And [2] Mr. Fearon and [3] Mr. Bryce corroborate this opinion by pointing out the difficulty of procuring thoroughly competent teachers of French. The great argument on which French can at present be recommended in preference to Latin is its practical utility. And to this argument it is impossible to deny much force. The intercourse with France is so great, and increasing so fast, that perhaps few Englishmen now find, and still fewer will find in future, that they have no need of a knowledge of French.

Position of German.

[4] German has at present, in most parts of England, in a less degree than French the claim of practical utility; but in another respect it must be ranked higher, for its numerous inflections peculiarly adapt it for teaching grammar; and for that purpose it would stand next to Latin.

Other foreign languages.

Of the remaining foreign languages, Italian has a precise and clear grammar, and a noble literature. It might be used with great effect to cultivate the taste of boys, and to give them an appreciation of beauty both of thought and of expression. In some places there is sufficient intercourse with Italy to give it a commercial value also. But on the whole there did not appear to be any effective demand for its introduction into the schools.

The fair inference from the whole evidence seems to be that Greek should be given up as a regular part of the course of study, except in schools of the first grade; that the study of English literature and of French should be warmly encouraged, not so much in substitution for, as by the side of Latin; that a certain elasticity should be allowed in the regulations so that schools of different types should be established without difficulty; but that, considering its excellence as a means of cultivation, and the fact that the schoolmasters can in most cases teach it better than anything else, Latin should be generally allowed to hold its place.

Political economy.

Before leaving those which we have called the "human" subjects of study we must not omit to mention Political Economy.

[1] Giffard, p. 194. [2] Fearon, p. 298. [3] Bryce, p. 646.
[4] Rev. J. Jones, 6246. Rev. J. G. C. Fussell, 15,907. Mr. B. Hill, 17,110. Rev. Dr. Bryce, 17,275. Rev. Dr. Howson, 2730.

The need of teaching this was pressed with the greatest earnestness, and with very weighty arguments, by Mr. Ellis[1] and several others.[2] It is undeniable that it bears directly on the conduct of life, and that in practical applications few studies can surpass it. It may be made exceedingly interesting. It supplies excellent examples of reasoning. In the hands of a thoroughly skilful teacher it can be brought completely within the comprehension of boys at school. It would not take much time, and ought certainly to form a part of a good educational programme. The chief obstacle at present in its way is that comparatively few teachers have studied it with sufficient care to be able to teach it with effect. But it is a subject that if steadily encouraged might probably before long hold an important place without interfering with other studies no less important.

2. Mathematics. Arithmetic a necessity.

2. It is not necessary to say much on arithmetic, and those elements of mathematics that properly follow arithmetic. Arithmetic, as we remarked above, seems to be looked upon by the bulk of our witnesses as simply indispensable. And with this opinion we emphatically agree. [3] The demand of the parents for thoroughly good arithmetic appears to us to be one which must be satisfied, whatever else has to give way to it. Both for its utility and for its educational power, nothing else can stand in its place. It has not of course the breadth which belongs to the study of language. But it has still greater power of exercising the reasoning faculties, and it is the gate-way, not only to all natural science, but to a very large part of men's dealings with each other.

The great value of early and thorough instruction in arithmetic is strikingly exhibited in the success of the City of London School. It appears from [4] Mr. Fearon's report that this is one of the most thoroughly efficient schools in the country, and Mr. Fearon ascribes its efficiency very largely to the fact that the staple of the instruction is not the science of language, but that of numbers or magnitudes. Nor can there be any doubt that it is possible, as a general rule, to teach arithmetic to children who are too young to grasp with perfect clearness even the elements of grammar.

Value of mathematics beyond arithmetic admitted but not pressed.

The importance of the branches of mathematics which follow arithmetic was rather generally admitted than earnestly pressed upon us by the witnesses whom we examined. [5] No one can

[1] 13,865–13,937.

[2] Prof. Key, 3060. Prof. Seeley, 10,615. Rev. Dr. Bryce, 17,299. Lord Fortescue, 11,955. Rev. Dr. Howson, 2739–41. Prof. Goldwin Smith, 8910.

[3] Hammond, p. 404. Bryce, pp. 605, 733. Bompas, p. 21. Giffard, pp. 190, 191.

[4] Fearon, p. 287. [5] Dr. Bryce, 17,234. Prof. Rankine, 2,332. Earl Fortescue, 11,970.

doubt the value of geometry as an exercise in severe reasoning; and algebra, though inferior to geometry in this respect, yet is needed to give perfect completeness to the knowledge of arithmetic, and affords admirable examples of ingenuity. [1]There were a few indeed who would put mathematics distinctly above all other subjects as a means of education; but on the whole there appeared to be no general desire to push the cultivation of mathematics very far.

Mathematics not generally well taught.

We cannot but ascribe this in some degree to the fact, [2] generally noticed by our Assistant Commissioners, that the teaching of mathematics in English schools is rarely satisfactory. Mr. Bryce remarks that in spite of its undeniable utility, both for mental discipline and on many occasions for practical application, the study of mathematics is generally neglected in his district (Lancashire). Mr. Hammond, Mr. Bompas, and Mr. Stanton say much the same; and it seems evident that while the teachers, as a rule, do not take much interest in the subject, in all probability the methods of teaching also want improvement.

Doubtful if Euclid is a good text book for beginners.

Euclid is almost the only text book now used in England for teaching geometry. [3] There is reason to fear that it is not well taught, that boys are pushed on too fast and too far, without thoroughly comprehending the earlier parts of it, and that too much time is given to the mere text, without illustrations or applications; and it is quite certain that if geometry be a most valuable instrument of mental discipline when thoroughly understood by the learner, its value is absolutely reduced to nothing if the comprehension of it be hazy or loose. But we think that it is well worth consideration whether Euclid be the proper text book for beginners, and whether boys should not commence with something easier and less abstract. Mr. Griffith,[4] the Secretary to the British Association, stated that in his opinion too much time was given to Euclid, and that many boys had read six books of it who knew nothing of geometry; and Professor Key went so far as to express a [5] wish to get rid of Euclid altogether, as a most illogical book. [6] The French and German schools have long disused it altogether. The English evidence does not, on the whole, go to this effect; but the facts seem to justify the opinion that in teaching geometry it would be well to spend much more time on the earlier parts, and perhaps to let the practical application to a great degree precede the strictly scientific study. [7] Mr.

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[1] Mr. Sibly, 12,444. Dr. Davies, 12,524.
[2] Hammond, pp. 411, 412. Bryce, pp. 620-24. Bompas, p. 18. Stanton, p. 23.
[3] Dr. Davies, 14,014. [4] 1,664. [5] 2,992. [6] Arnold, 507.
[7] Fearon, Scotch Schools, p. 56.

Fearon found the Scotch burgh schools much superior to the average English schools in mathematics, and he ascribes this to the practical turn given to their mathematical teaching. Practical applications, being less abstract, are much more easily within the reach of average intellects, and there may be some [1] who can study these with great profit and yet cannot attain to the abstruser parts of the science; and even clever boys would probably be the better if their study of Euclid were preceded by that of mensuration and practical geometry. We cannot but believe that mathematics ought to receive more attention than they do, and that if they were properly taught the results attained would soon prove their value.

Instruction in mathematics should begin with the practical rather than the abstract.

The study of practical geometry is closely connected with, and in some degree dependent on, that of drawing. And both on this account and still more for its own sake as a valuable means of education, drawing appears to deserve warm encouragement. Mr. Stanton [2] remarks that "whether we regard it as a means "of refinement, or as an education for the eye, teaching it to "appreciate form, or as strengthening habits of accurate observa- "tion, or again as of direct utility for many professions and "trades, it is equally admirable." Dr. Hodgson [3] stated it as his opinion that drawing should be taught to every child as soon as he went to school, and added that it was already taught to all the boys (nearly 1,000) in the Liverpool Institute. From Mr. Samuelson's letter to the Vice-President of the Committee of Council on Education drawing appears to be always regarded as a most important subject of instruction in the technical schools on the continent; and the bearing of this on the excellence ascribed to the foreign artizans and superintendents of labour cannot be mistaken.

Drawing of great importance.

The difficulties which at present stand in the way of thoroughly good instruction in drawing are partly the want of efficient teachers, partly the expense of good models and proper rooms; but perhaps still more the frequent desire of parents for premature or showy results. Much has been done both to improve the teaching of the subject and to make it more general by the schools of art established by the Department of Science and Art in various large towns. Mr. Fearon [4] is of opinion that, at any rate as far as London is concerned, these schools afford the best solution of the difficulties which at present impede the study. Mr. Fitch [5] reports that in his district also the system adopted by the department gives great satisfaction to those masters who have introduced it into their schools.

Difficulties in its way.

Schools of Art.

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[1] Prof. Rankine, 2332. [2] p. 25. [3] 9030, 9034. [4] p. 303. [5] p. 306.

We are aware that many complaints are made of the dispiriting effect produced by the tediousness of the South Kensington system, and probably it will be well that the authorities should carefully consider whether, in teaching boys who do not intend to make drawing a profession and have not any natural enthusiasm for art, a somewhat less protracted course of drilling than that which is now insisted on may not be sufficient. But the evidence appears to establish with certainty, that[1] the system of the department is far superior to the practise of copying finished and showy pictures, which is often the only instruction in drawing which the schools are found to give.

3. Natural science. Requires longer discussion.

3. More space must be given to the discussion of the place which ought to be assigned, according to the evidence and according to our judgment on it, to natural science.

Claims of natural science much pressed by high authority.

The study of natural science has of late years been strongly pressed on the attention of schools by scientific men, on the ground that it is capable of being made eminently useful in education, and that it is not expedient that mental training should rest exclusively on language and mathematics. This view has received a large amount of sanction of the highest kind. The Universities of Oxford, Cambridge, and Durham have of late years permitted students at a certain stage of their University course and on certain conditions to drop classics and mathematics, and complete their studies for graduation in arts in natural science. They have also included natural science as an optional subject at their local examinations. The University of London has established a Faculty of Science on a level with its Faculty of Arts, and it not only requires some knowledge of natural science from its candidates for arts' degrees, but also at its matriculation examination. The General Council of Medical Education and Registration in their recommendations to the Medical Corporations and Universities of the United Kingdom, include natural science in the list of alternative subjects in which, after 1st October, 1868, all students ought to be examined before they enter on professional study. The College of Preceptors puts natural science among the optional subjects at its examinations; and examinations for certificates of attainment in natural science have been instituted by the Society of Arts and by the Department of Science and Art at South Kensington. The report of Lord Clarendon's Commission recommends the study of natural science in the public schools; and the example set by the *lycées* and colleges in France, by the *Gymnasien* and *Realschulen* of Germany, and by the Schools of Industry in Switzerland, in giving

[1] Bryce, p. 655. Stanton, p. 25.

a prominent place to natural science in their curricula, cannot be overlooked.

Evidence of witnesses not schoolmasters favourable to *some* natural science.

Of the witnesses whom we ourselves examined on this point almost [1] all who were not schoolmasters, desired the adoption in schools of some branch of natural science, though as a rule they did not aim at the deposition of any existing subject; they thought natural science should have its due place, without interfering with the other studies. They judged it desirable for various reasons,—as a means of cultivating the faculties of observation; as an important agent in mental discipline; as providing useful knowledge capable of being applied to the purposes of life; and some recommended it on all these grounds.

Evidence of schoolmasters much divided.

The evidence of schoolmasters goes to show that [2] a great majority of those who were examined have accepted natural science as a part of the school work, but it exhibits the greatest diversity of opinion as to its value. [3] Some hold the strongest conviction of its importance; [4] others express hesitation and misgiving, and doubt if it has a place of any real value as an educational instrument; and [5] a few discredit its utility entirely. This discrepancy of opinion appears to be in a great measure due, as in some instances is confessed, to the greater or less acquaintance of the masters themselves with natural science, and their consequently greater or less appreciation of its use, and disposition to secure the efficiency of its teaching.

Opinion most favourable, where the instruction in the subject most efficient.

In schools where natural science is said to be popular, and where its educational influence is most unhesitatingly affirmed, the instruction in it is manifestly the most efficient. Efficiency of teaching and recognition of its benefit appear to rise and fall in a corresponding ratio. Nor need it occasion surprise if eminent classical and mathematical scholars, admittedly unacquainted with natural science, should cling to the dogma that all educational training should be grounded on grammar and mathematics and that they should be opposed to any portion of the subjects in which they have confidence being displaced by others in which they have none.

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[1] Mr. Lowe, 6643–6647. Rev. Canon Moseley, 1972. Mr. Griffith, 1680. Prof. Price, 693. Dr. Acland, 2864. Prof. Rankine, 2317-2319. Mr. Besant, 1322. Mr. Paget, 2134.

[2] Rev. W. Tuckwell, 10,443, 10,475. Mr. Walker, 11,070. Dr. Benson. 4765. Rev. F. Calder, 7564. Rev. C. Evans, 5906. Dr. Hodgson, 9036. Dr. Howson, 2745. Mr. Payne, 6917.

[3] Rev. W. Tuckwell, 10,443–10,449. Dr. Hodgson, 17,608. Dr. Bryce, 17,233, 17,277. Mr. Ford, 11,875. Mr. Payne, 6917.

[4] Rev. J. M. Brackenbury, 17,364. Rev. G. Bradley, 4122. Rev. W. Webster, 8264. Mr. Creak, 10,829. Rev. J. S. Hodgson, 17,613.

[5] Mr. Dasent, 14,015. Dr. Bruce, 16,314. Rev. W. C. Williams, 5130.

Natural science not appreciated because ill taught.

But the [1] cause of natural science probably suffers as much from indifferent teaching as from absolute exclusion from the schools. To teach it well it is indispensable that the teacher should be as thoroughly conversant with his subject and as energetic and apt at his work as a master in any other department of knowledge. It is also desirable that he should have sufficient apparatus for illustrating his lessons, and dexterity in the use of it. At present it not uncommonly happens that natural science, accepted as a necessity, is delegated to some master of no great mark, whose task it is to get up as much information about it as may be supposed sufficient to comply with external demand. This master, besides being wanting in all but the most superficial acquaintance with his subject, is often ill supplied with apparatus, as well as deficient in skill in manipulation. Such teaching must of necessity be lifeless, unintelligent, and fruitless. In other cases it is thought that all the demands of natural science may be met by engaging an occasional lecturer to deliver a few popular lectures. Such lectures, illustrated by startling experiments, may stir up a momentary excitement among boys, but that they can have any permanent educational value is not to be expected. Sometimes, again, it appears to be prosecuted with success in the lower forms, and then dropped altogether in the highest, simply because other subjects are better rewarded at the Universities. We cannot wonder that when it is treated in this way it should be pronounced superficial and incapable of disciplining the mind.

Three difficulties in introducing natural science. 1. Want of competent teachers. 2. Want of suitable books. 3. Want of suitable rooms and apparatus.

Of course some allowance must be made for difficulties arising from the obstacles which at present interfere with the introduction of the subject. These are the want of competent elementary teachers, of suitable elementary books, and of apparatus and laboratories; but we have no doubt these wants will speedily be supplied whenever natural science shall be seriously accepted in schools, as has been the case in France and Germany.

Reasons for adoption of natural science in all schools.

We cannot consider any scheme of education complete which omits a subject of such high importance.

We think it established that the study of natural science develops better than any other studies the observing faculties, disciplines the intellect by teaching induction as well as deduction, supplies a useful balance to the studies of language and mathematics, and provides much instruction of great value for the occupations of after life.

That instruction in this subject must be carefully graduated by the mental powers of the learner, and that the strictly

[1] Dr. Acland, 2880. Mr. Hill, 17,095. Prof. Goldwin Smith, 8840.

scientific part of it should be delayed till arithmetic has been mastered, and the mind is able to appreciate mathematical reasoning, is admitted; but the evidence of those who have tried it with success is enough to prove that the best methods of teaching it may safely be left to the teachers, if good teachers be procured.

Which branches of natural science should be selected.

Which branches of natural science are best adapted for introduction into schools depends very much on the age of learners. The best starting point would probably be found in the outlines of physical geography. This subject is already taught with success in many elementary schools. It requires no apparatus but good maps. It has many points of connexion with the other usual subjects of instruction. Round it as a nucleus might easily be gathered much useful information, which boys could understand and remember, even before they were capable of the simplest scientific study. [1] This should be followed by some branch of science which would not tax more than the faculties of simple observation. The examination of objects, their parts and uses, and the distinguishing of their points of resemblance and difference with a view to their exact identification and classification, constitute an exercise of great importance as well as interest to young boys, and for this purpose descriptive botany or in some cases zoology, is, perhaps, the most suitable and convenient. But when boys reach the age to be taught natural science with scientific precision, [2] the subjects best adapted for teaching above all others are experimental physics and chemistry, inasmuch as they constitute the common platform of all the rest. They have generally been preferred in schools, and particularly in those in which natural science teaching has proved successful. Astronomy, physiology, and other subjects have been tried, but it is certain that these sciences cannot be satisfactorily prosecuted to the exclusion of experimental physics and chemistry, and if established on them as a basis, a degree of advancement, and maturity of experience, might be inferred, which would warrant the selection being left to the discretion of the teachers. Even in the case of experimental physics and chemistry it would hardly be judicious to attempt dealing with more than a very limited section of each. The great object, especially with boys sufficiently forward to be capable of exact scientific teaching should be to secure thoroughness of knowledge as far as it goes; the important distinction between *elementary* and *superficial* knowledge should be upheld as vigorously as it is by the most notable teachers of grammar and mathematics.

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[1] Dr. Howson, 2745. [2] Dr. Acland, 2865.

Natural science need not displace any existing subject.

Whilst recommending that natural science should be taught in all schools within our province, we do not suggest that it should displace any existing subject held to be of importance. We believe that an amount of knowledge of natural science may be acquired in schools side by side with classics, mathematics, and modern languages, which may be of the greatest advantage to young men proceeding to the Universities, or to professional training, or directly to the business of life. Probably some slight modification of the existing arrangement of studies in classical schools may be called for; but we are under no apprehension that the classics will suffer in consequence. On the contrary, we have good reason to know that natural science may so quicken the intelligence and increase the mental power of boys as greatly to contribute to their advancement in other studies. In the City of London School, where there are upwards of 600 boys, all the boys are taught natural science; and while some of them through means of this instruction have carried off distinctions in several of its branches at the University of London and South Kensington, it has not been found to prevent them from achieving the highest honours in classics and mathematics at the Universities of Cambridge and London.

Nor would it impair the progress in other subjects.

Instance of City of London School.

No difficulty in semi-classical and commercial schools.

In the semi-classical and commercial schools the different character of the work would obviate all difficulty by affording greater room for natural science. It is most likely that in different classes of schools, or in schools of the same class, the extent to which natural science may be carried may greatly vary, just as is now the case with mathematics. Indeed it may be highly desirable that there should be considerable variety in this respect; for it must not be lost sight of that boys of very ordinary power of grasping other subjects may evince special ability in natural science, which ought to be provided for.

Application of natural science to industrial arts.

Nor would it be wise in a country whose continued prosperity so greatly depends on its ability to maintain its pre-eminence in manufactures, to neglect the application of natural science to the industrial arts, or overlook the importance of promoting the study of it, even in a special way, among its artizans.

Several Continental States have already acted on the policy of promoting instruction in natural science for their artizan population; and there is good ground for believing that they are now reaping the fruits of their foresight.[1]

In some schools natural science might be made a main subject.

In particular cases, therefore, it may even be desirable to make natural science the main subject of instruction. Very forcible

[1] In reference to the important subject of technical instruction we have already made a special report.

evidence was given of the success of the Bristol Trades' School, in which "experimental philosophy" is made the main subject. The boys of this school are the sons of operatives and tradesmen, the class that may receive their early education in national, British, or commercial schools. They are required before admission to be fairly advanced in English, writing, and arithmetic; these subjects are carried forward, and, in addition to experimental philosophy as the main subject, geometrical drawing is also taught. This school, being one of those in connexion with the Department of Science and Art at South Kensington, and deriving aid from the Government, may be considered as hardly coming within the scope of our inquiry. But it is not the less suggestive of a description of school which might be instituted to the great advantage of boys of a somewhat higher rank of life. It may reasonably be presumed that schools of a similar kind, but including a higher range of studies, and with such improvements as further experience may suggest, would prove highly popular and useful in many large, and especially in manufacturing, towns, particularly if arrangements could be made in them for extending the like instruction in the evenings to persons of greater age or otherwise employed during the day. In such places also, if the amount of the expense made it difficult to give instruction in natural science in the separate schools, that difficulty might perhaps be surmounted, if central schools for instruction in natural science could be established, so that by forming classes of boys drafted from different schools, or by a system of rotation of schools, all should share the use of the same apparatus and learn of the same teacher. Such schools would give that knowledge which would afford a solid foundation for the instruction to be given in any technical schools that might hereafter be established.

Possible combination of schools for teaching natural science.

The Department of Science and Art has already promoted the establishment of classes for instruction in Natural Science in a considerable number of the larger towns. And although these classes are chiefly intended for the children of the manual labourers, they are also attended by scholars whose instruction properly falls within the province of this Commission. It is possible that in many cases these classes may be made the nucleus of institutions for scientific instruction of a more advanced kind.

Natural science should share university rewards.

One cause of discouragement to the study of natural science in schools, especially among clever boys working for exhibitions and scholarships at Oxford and Cambridge, calls for remark. Exhibitions and scholarships at these Universities are for the most part reserved for youths who display distinguished ability in classics or mathematics, and these may therefore be said to

outbid natural science. But we trust that sufficient interest will be created in the subject to supply a remedy for this before long, and to add the encouragement of University emoluments to that which has already been given, the encouragement of University honours.[1]

b. Religious Instruction.

We proceed next to the subject of religious instruction, which deserves special consideration, both because of its own paramount importance, and because of the peculiar difficulties with which it is attended.

Parents desire religious teaching for their children.

We do not apprehend that there can be any real doubt that the great majority of parents would decidedly desire that their children should be religiously brought up. We are told "[2] that "when boys are sent as boarders the parents generally stipulate "that they shall attend church or some other place of worship;" "[3] that very few express the least wish for a purely secular "system;" "that [4] the vast majority would be unwilling to see "the subject of religion, and especially the reading of the Bible, "excluded from the schools." And this evidence is confirmed by too many slighter indications from other sources to leave any doubt on our minds that on the whole the parents not only desire that their children should be taught religious truth, but that they should learn it where they learn other things, that is, at school. In fact in this country the parents rarely seem to have the leisure, and, if they have the leisure, often have not the ability to instruct their own children in religion. And although, if a system of schools giving secular instruction only were once established, it is quite conceivable that the zeal of the different religious bodies would rapidly supplement it with separate arrangements for religious instruction, yet no such division of school teaching into distinct branches of secular and religious has yet been tried in England to any great extent, and it cannot be said that the parents generally show any strong desire that the trial should be made.

But not always denominational teaching.

While, however, the parents appear to wish that the schools should continue to provide religious instruction, they by no means as a general rule show the same desire that that instruction should be of a denominational character. Mr. Bryce tells us that "[5] Church of England parents take it as natural that their "children should learn the catechism, but they do not ask for it "where it is not taught," and "they have certainly no desire

[1] On the whole subject of the teaching of Natural Science in schools, we desire to refer to an important Report, presented to the General Committee of the British Association at Dundee, which we have reprinted, vol. ii. p. 219.

[2] Fitch, p. 182. [3] Fitch, p. 186. [4] Bryce, p. 510. [5] Bryce, p. 511.

"whatever that their sons should be educated apart from "Dissenters." "And it is very much the same," he adds, "with the Nonconformists." "It is the rarest thing," says [1]Mr. Fitch, "for parents to show any desire for dogmatic instruction "or to make any remonstrance if such instruction is altogether "omitted." On such points it may be, as Mr. Bryce says, that they do not consider themselves competent to pronounce; but, whether from this cause or from some other, those who are solicitous about religious teaching are not always equally solicitous about the form in which it may be given.

Yet would desire a right to withdraw their children.

There are limits, however, to this willingness to accept whatever religious teaching the schools may offer; for the parents are by no means always willing to surrender their right to regulate this part of the education of their children, and many who would leave the matter absolutely to the school authorities if they knew that they could always interfere with effect when they chose, would feel it to be a very serious grievance if religious teaching were made compulsory without reference to their wishes. Many certainly feel that the religious instruction of their children is a matter on which they have a special right to decide, and they would only accept such instruction on condition that they might withdraw their children from it if at any time they thought fit to do so.

And in some cases would exercise this right.

Nor are there wanting cases to show that this right of withdrawal, if allowed, would be sometimes, though probably not often, exercised.[2] Roman Catholics as a general rule would object to allow their children to receive religious instruction from Protestant teachers. Many Nonconformists object to the Church Catechism, and would prefer that their children should not learn it. Some would not, perhaps, object to the catechism but to the explanations of the master; some would object to all dogmatic teaching whatever. Such cases as these would not probably be very numerous in any one school, and there might be many schools in which there would not be a single scholar whose parents decided to withdraw him from the religious instruction of the master.[3] But there would be enough to show that the demand for the right of withdrawal rested on real grounds, and could not be put aside as being of no practical value to the parent, while needlessly embarrassing the working of the school. On the contrary, the right would in most cases be exercised, if exercised at all, by precisely those parents whose opinions deserve particular respect,[4] conscientious men who took a deeper interest than usual in their children's religious educa-

[1] Fitch, p. 182. [2] Bryce, p. 511. [3] Bryce, p. 513. [4] Stanton, p. 54.

tion. Such men might, and very likely often would, find nothing in the teaching of the school to which their consciences objected, but if they did find anything of the sort, they would be unable to pass it over as a matter of no importance.

Two solutions suggested.

It might seem the easiest method of dealing with this difficulty to let the schools take the form, either of strictly denominational schools, which should enforce the distinctive religious teaching of their separate denominations on all their scholars, or of secular schools from which religious teaching should be excluded altogether and left to other agencies.

1. Exclusively denominational schools.

But while it would be highly inexpedient to discourage the establishment of exclusively denominational schools as private institutions, it is evident that no schools of a public character could now be restricted in so exclusive a sense to particular denominations as to enforce a distinctive religious teaching on all the scholars without any regard to the wishes of the parents. Denominational schools have in some respects a high value, and in particular they can often secure zealous and able service at a cheaper rate than other schools, and can thus bring a high kind of education within reach of those who could not otherwise afford it; but it would be thought unjust that institutions claiming to be national should be administered in the interest of a single section of the nation, and it would require nothing short of a demonstration, that the restriction was absolutely necessary, to induce all parties to submit to it.

Objections to this.

But, further, the various religious denominations in this country are so mixed up, that, if separate schools for each denomination were required, there would be many districts in which the denomination which was in a minority would be unable to have any school at all. There would not be enough of them to fill a school of their own, and they would be excluded from the school of the majority. This difficulty is already found in the schools for the children of labourers, and it would be still more serious in the class which is next above them.

2. Secular schools with *no* religious teaching.

There might seem to be less objection to the other alternative, namely, to that which would limit the instruction given in schools to secular subjects and leave the teaching of religion to the ministers of religion under such arrangements as might be made for that purpose. There are some schools established already on this footing, and it is [2] well known that many who are much in earnest in promoting the improvement of education are in favour of the general adoption of this rule.

Objections to this.

But the objections to it are very serious, and, while we are not

[1] Prof. Key, 2937.

prepared to call them overwhelming, we think that they deserve most careful consideration before they can be set aside. For, in the first place, such a system would probably do much to alienate the sympathies of many religious men, and perhaps drive them to give all their hearty support to denominational schools, in which not only the religious, but to some degree the polemical, character was predominant. Such men exercise great influence over the rest of the country, and their alienation would in all probability very seriously impair the efficiency of the schools by lowering their character in public estimation. But further such a system would possibly tend to exclude many earnest men from the masterships and would hamper many whom it would not exclude. No good master entrusted with the education of the young can fail to feel, that their moral, is of at least equal importance with their intellectual, improvement, and many would find themselves unable to speak freely on the highest moral questions, if they were compelled to absolute silence on religious questions; and less than absolute silence would not be enough, since to exclude religious teaching, and yet allow the master to introduce it into his lessons, or use it for purposes of discipline, would bring back the difficulty which the exclusion of religious teaching was intended to avoid. There would probably be some masters who, though deeply religious men themselves, would yet be capable of managing a school and educating scholars without giving any distinctive religious instruction. But, taking the profession as a whole, there is reason to believe that the surrender of religious teaching in the schools would be felt as a heavy loss by many excellent schoolmasters. It must be remembered that our schools as they are, and as the parents expect them to be, are not merely, as they conceivably might be, places where instruction only is imparted, but places for the formation and training of the character. And, if so, it seems doubly difficult to draw in practice a sharp line of division between what is secular and what is religious in the school life, and say that the master shall deal only with the former, and wholly exclude the latter. There would appear to us to be danger of serious deterioration in the tone and character of schoolmasters if the attempt were made, and perhaps the more so the more it might approach towards success. When to all this is added that the parents do not appear to desire the alteration, it would seem better not to exclude religious teaching unless it be found absolutely necessary. For it is not to be forgotten that this cannot be treated simply as an open question. We are not called on to say, what it would be best to do, if a complete system of education had now to be created for the first time. We are proposing to deal with a

Conclusion: Continue religious instruction, but give parents the right of withdrawal.

large number of endowed schools already in existence. In all but a very few of these schools religious instruction has been regularly given since their first foundation, that is in some cases for upwards of three hundred years, and to exclude it now would be a very different thing, and would have a very different effect, from not introducing it for the first time.

No serious difficulty in this.

We are confirmed in this opinion by the fact, that our evidence appears to show, that the difficulty which we are discussing is not nearly so great as it might appear at first sight. There are certainly some schoolmasters who profess themselves unable to manage a school unless the religious instruction is compulsory upon all the scholars; but the great majority of those whom we examined on this point, including some of the best and ablest, appeared to find no practical difficulty in exempting from denominational teaching those whose parents desired them to be exempted. And Mr. Bryce,[1] after examining carefully into this matter in his district (Lancashire), came to the conclusion that what is commonly called the religious difficulty was either altogether unreal or one which was generally settled with ease by the exercise of common sense and mutual forbearance. Mr. Stanton[2] reports that "in no case did he find any instance of any master, whether "he were churchman or dissenter, priest or layman, who ex-"pressed any but the most tolerant views on this subject, and "who did not labour to widen rather than to contract a re-"striction."

There are, no doubt, occasional cases of hardship, but it does not seem impossible to prevent these by defining the rights of the parent on the one hand and of the schoolmaster on the other in such a manner as almost to remove all real ground of grievance.

Case of day scholars.

The rights of the parent rest upon the principle that in the last resort he must be responsible for the religious instruction of his own child. In order to recognize the responsibility to the full every parent whose boy is attending school as a day scholar ought to have a right to withdraw him from any part of the teaching, to which he conscientiously objects, without giving further reason than his wish to do so. He ought to be able by a written notice to claim exemption for his son from attending prayers or public worship, and from any lesson or series of lessons on a religious subject. He ought also to be protected against any systematic or persistent inculcation in his son's presence of doctrines of which he disapproves. But, on the other hand, as the parent ought to be

[1] Bryce, p. 510. [2] Stanton, p. 54.

free to withdraw the scholar, so ought the master to be free and unfettered in his teaching. The parent ought not to be able to hamper the master's teaching, by requiring incessant watchfulness, lest some allusion should slip out, or some doctrine be incidentally enforced, while there was really no intention of influencing his son in that direction. If any parent thinks he has a grievance of this kind, the obvious remedy seems to be to allow an appeal to some impartial and independent authority. In most cases the common sense of the persons concerned will settle the difficulty; if not, it must be settled by the common sense of a higher tribunal. Such a tribunal it will be our duty to suggest in our Chapter of Recommendations.

Case of boarders

Boarders stand on quite a different footing. In dealing with a day scholar the master avowedly undertakes only a part, perhaps hardly the larger part, of his education; in dealing with a boarder in his own house he is entrusted with the whole. It seems unreasonable to require that a master shall receive a boy into his house; shall be responsible for his moral training; shall be responsible for what, if possibly less important to the boy himself, is still more important to the school as a whole, the influence which he exercises over the others; and yet shall not be free to use the means which he would naturally employ for his education. The master in this case stands in the parent's place, and to do his work properly ought to be clothed with all the parent's authority. In this case, too, there can be no doubt that in most instances the difficulty will be settled, as the evidence shows that it is settled, by common sense and mutual forbearance. But if it cannot be so settled, the proper remedy seems to be to put the boarder into the position of a day scholar. The trustees should be required, when the master would not consent to allow the parent such exemptions as the latter might desire, to permit some arrangement by which the boy could board elsewhere and attend the school as a day scholar. As the parent would also have the power of sending the boy to some other boarding school, where the master's views more nearly agreed with his own, it cannot be said that any real grievance would remain.

Subject to these regulations there seems good reason to retain the long established practice of including religious instruction in the work of schools. And indeed there can be no doubt that to include the duty of giving religious instruction in the schoolmaster's work adds greatly to the dignity of his office, and to his own sense of responsibility, gives a higher tone and character to the whole of the school life, and presents education both to parents and to boys in its only true light.

c. Boarding and Day Schools compared.

We have next to compare boarding schools with day schools. Here we find advantages and disadvantages on each side.

Boarding school the more efficient instrument of teaching.

In the first place, it seems probable that the boarding school, if it be good, is the more efficient instrument of teaching. To a boarding scholar the school is the world, and the work of the school is the work of the world. The lessons, the promotions, the distinctions, the failures occupy a larger place in his imagination, and consequently make a deeper impression on his mind, than if he were living at home and were perpetually reminded, that his world was but a part of that larger world to which his father and his mother belonged. Moreover, boys learn much from each other. The boarder finds in the perpetual presence of his schoolfellows a perpetual stimulus to his intellect; his father's conversation is partly on subjects that he does not yet understand, partly is removed from him by the undefined difference caused by difference of age; but the conversation of a boy, even if far cleverer than himself, is still within his comprehension. Boarders, again, generally prepare their lessons together, and in so doing, not only help each other, but, to a great degree, stimulate and cultivate each other's understanding. From these causes it is generally found that where a school has both boarders and day scholars, the boarders, as a rule, will beat the day scholars. In some cases, no doubt, this is due to the fact that the boarders generally belong to a somewhat higher class of society, and consequently come from more cultivated homes. But even when both are on the same social level, it is still found that the boarders have generally an advantage: the boarding school supplies the more stimulating atmosphere. The parents might perhaps, if they chose, turn the scale the other way. In Scotland, as we shall presently see, the keen and intelligent interest which the parents take in their children's education is the force which gives life to the school work; and the results show that day schools are capable of doing quite as much as boarding schools if the scholars are spurred to exertion by wholesome encouragement at home. But in England, at any rate at present, the parents do not seem able to make day schools as efficient places of teaching as good boarding schools.

Boarding schools better for the formation of character.

Again, it seems to be generally admitted that a good boarding school has more power in the formation of character than can be exerted by the joint action of the home and the day school. A boarder is compelled to rely much more on himself. He cannot lean always on his parents. He is compelled to choose between right and wrong without the aid of an older

judgment. He is exposed to some temptations from which the day scholar is shielded; but in a really good boarding-school he is exposed to them in the most wholesome way, with a strong public opinion among his fellows to keep him generally right, and with the certainty that anything mean or underhand will be detected and despised. Moreover, if the master have any force of character he can do much to elevate and refine the public opinion of the scholars, who will almost always readily answer to anything that appeals to their higher instincts. In old schools, especially where men of high character have taught, there is accumulated an inheritance of right feeling, which is of the utmost value in moulding the character of successive generations of scholars. "In the great schools," Mr. Fitch remarks,[1] "which possess famous traditions, and in which the "pupils come for the most part from the houses of gentlemen, "there is a tone of manners and a sentiment of honour which "go far to neutralize the disadvantages of a too early with-"drawal from the shelter of home. Few boys can breathe such "an atmosphere without being strengthened by it." And to this must be added, that the games in the playground, which play a very important part in disciplining the character of English boys, are much better and more easily managed for the most part in boarding schools than in day schools. There, as much as anywhere, boys learn fairness, control of temper, obedience to authorities of their own choice, co-operation for a common end: valuable qualities in after life, even when first learnt in play.

Yet there is something here to be said on the other side. Boys who attend school while living at home are probably kept in some cases from the knowledge of evil, which it is better that they should not know. If the boarding school be not distinctly good, if the tone of the boarders be low or coarse, if the sentiment of honour be weak, the public opinion of such a school is likely to do more harm than good; and then the day scholar has the advantage. A boy living at home is not likely to learn cruelty, or to come in contact with immorality. From many temptations he is shielded, if not entirely, yet to a great degree. And, even if it be best for most boys to learn to resist temptation in boyhood, it may be a question whether some are not the better for being sheltered from temptation as long as it is possible to shelter them. For these reasons there are some who think that on the whole day schools are better for the character than boarding schools. And those who defend the large public boarding schools

But this is only in *good* boarding schools, and in regard to average boys.

[1] p. 191.

are not always disposed to favour smaller boarding schools for boys of a lower social rank.

Day schools much cheaper.

Lastly, if we compare the cost of boarding schools with that of day schools, the advantage is greatly on the side of the day schools. A boy who lives at home costs his father his food and clothing, and nothing else except his education. If the boy is sent away to a boarding school, the father does not pay less rent, or rates, or taxes, or wages to servants; but the boy's share of all these expenses at the boarding school must be paid for. Besides this, the master who has the boarding house will expect some profit, and will have a right to expect it. [1]The increase of responsibility, and consequently of anxiety, the sacrifice of time, liberty, and privacy consequent on keeping a boarding-house must be compensated. Finally, when a boy lives at home, he is not compelled to share in all the expenses of his richer schoolfellows. If they choose to lay out more money on their games, or on any other joint expenditure than his parents can afford to give him, he can stand aloof without great difficulty; but if he is a boarder, this is very difficult. In consequence of all this, even the cheapest and most economically managed boarding school will still be dearer than a day school. And, when we observe how heavy a burden many parents find the education of their children to be, we must allow that this is a consideration of the greatest weight.

Boarding schools have the advantage in being easily made large.

In making this comparison between boarding schools and day schools we have assumed the possibility of establishing either. But it is obvious that this possibility is limited by the locality in which the school is to be placed. If there be no population within easy reach, a day school of sufficient size is impossible; a boarding school is always possible, since, if it were really good, parents would not now consider distance a serious drawback. As far as it is applicable, this must be considered as an argument in favour of boarding schools, and an argument of great weight.

Advantages of large schools.

For a large school has several great advantages over a small. A large school can afford to pay for an able head master, and real ability in the head master will often make the whole difference between a good school and a bad. A large school can be better classified: unless higher fees are paid for teaching, the number of boys assigned to each master must be nearly the same in a small school as in a large; but it is much easier in a large school to provide that they shall be nearly equal in attainment. Again, the division of labour is easy in a large school; very difficult in a small. In a small school one master must teach several subjects; in a large school, each subject of importance

[1] 18,603.

may have its proper teachers. Nor are the moral less than the intellectual advantages of a large school. It is easier to create a healthy public opinion among the boys; it is easier to neutralize the bad effect of one or two unprincipled scholars; it is easier to make the boys proud of their school, and unwilling to lower its good name.

Parents appear to prefer boarding schools of the first grade.

On examining the wishes of the parents, as far as we are able to ascertain them, it seems evident that all these considerations have had their weight. Parents who send their sons to schools of the first grade appear on the whole to prefer boarding schools. This is proved by the fact that all the great schools are now full, and that within the last twelve years several others have been established and all readily filled. The kind of education given at Eton, at Rugby, at Marlborough, whatever may be its drawbacks, has at any rate received whatever stamp of public approval can be considered to be given by overflowing numbers. And it is not too much to say, that what chiefly wins this approval is not so much what these schools teach, as the training which is given by their school life.

But not all parents.

Yet there can be no doubt that there are many who would gladly have their children taught whatever schools of the first grade shall teach, but who cannot afford the expense of sending them to a boarding school. There are probably also some who would distinctly prefer day schools without any reference to their superior cheapness. At Eton, at Rugby, at Harrow, and at other schools of that standing, where day scholars are admitted, there are always some who are not attracted by cheapness only. In the metropolis, and in large towns, there is plainly room for large day schools of the first grade; such for instance as the City of London School, the Liverpool College, King Edward's School at Birmingham, and others that might be named. And in towns of a size insufficient to fill a first grade school with day scholars, it still would be highly expedient, wherever it was possible, to establish mixed boarding and day schools of that grade, to which boys could be sent as day scholars, if their parents desired to send them.

Day schools of the first grade wanted in large towns.

Opinions divided in regard to schools of second and third grade.

When we pass from education of the first grade to that of the second and third we find that those who have studied the matter are by no means agreed in opinion whether boarding schools or day schools should be preferred, while it becomes much more difficult to ascertain the wishes of the parents. [1]Lord Harrowby, [2]Mr. Goldwin Smith, and [3]Mr. Lingen expressed a decided preference for day schools; Mr. Lingen explaining that in his opinion the advantages of what is called the public school system would

Against boarding schools.

[1] 14,064. [2] 8824. [3] 13,082, 13,083.

not be found to attend boarding schools for boys of a lower social rank. To these must be added [1]Dr. Hodgson, who even regretted for that reason the establishment of the "county schools," and our Assistant Commissioner, [2]Mr. Fitch, who remarks that, "as we "descend lower in the social scale the value of a boarding school "as a place for the formation of character appears to him to be less. "The schools," he continues, "are smaller; they have little or no "history; and the average tone of manners and of thinking in "them is not very elevating. As a rule a boy is better off who "attends a good day school and comes home to prepare his "lessons, and to spend his leisure with his parents and sisters, "than if he became a boarder at an ordinary school."

In favour of boarding schools.

On the other hand, the system of schools founded by Mr. Woodard, and described to us by Dr. Lowe,[3] rests on the principle that education in boarding schools ought to be supplied to all classes. The same view was earnestly advocated by several of our witnesses; and our Assistant Commissioner, Mr. Giffard, expresses the opinion[4] that "the boarding school is most requisite "where it is least available, viz., in the lower ranks."

The question, however, which kind of school is to be preferred, will probably be answered by considering not so much what is best or what is desired as what is possible.

For parents thinly scattered boarding schools a necessity.

For those tenant farmers who desire to give their children an education of the second grade, or, in some cases, of the first, for the professional men scattered about the country, the clergy for instance, the medical practitioners in the villages, and others on the same level as regards both their means and their wishes for their children, it would be impossible to provide day schools since they are too thinly scattered to fill them. For them boarding schools as cheap as is consistent with efficiency ought to be provided if possible. And if private benevolence can be stirred to promote schemes like Mr. Woodard's, there can be little doubt, that the number of parents, who desire to send their sons to boarding schools, is quite sufficient to fill all schools of this sort that are likely to be established.

For dwellers in towns the expense settles the question.

But for the dwellers in towns the difference of expense will be enough to decide the question. Thoroughly efficient day schools could be maintained in towns at much lower charges than must be made by the most economical boarding schools; and the boarding school education would certainly be purchased too dearly if for that purpose inferior masters were employed and the board were paid for by making the teaching worse. Mr. Woodard, indeed, originally[5] proposed, if necessary, to support his schools

[1] 9068. [2] p. 191; Bryce, p 673. [3] 9342, 9367, [4] p. 146. [5] 9315.

of the third grade out of the profits of the schools of the first. This is an expedient often tried on a small scale, but it may be doubted whether it would succeed on a large; it is really an education tax levied on the wealthier parents for the benefit of the poorer; but it is not levied on those wealthier parents who have most money, but on those who have most children, a rule that is not likely to win permanent approval; nor can the endowments bear the cost of carrying all the children of the middle classes that live in towns into the country; nor, if they could, does it seem the best way of spending the money. Mr. Woodard, as Dr. Lowe informed us,[1] afterwards gave up this plan, and determined to make his schools separately self-supporting. But it is admitted that the masters give their services at a very low rate, and the success of the plan must in some degree be ascribed to religious zeal.

Day schools necessary in towns.

On the whole, the conclusion seems to be, that for education of the second and third grades the inhabitants of towns must chiefly depend on day schools. These should be situated, if possible, not in the centre, but in the outskirts of the towns, where it may be possible to attach playgrounds to them. Day schools also will probably be found best for the smaller tenant farmers who cannot afford the expense of boarding schools. It may not always be easy to maintain such schools for want of numbers; but it is to be remembered that the smaller the farms the larger the number of this class; and sometimes by having one school for two or three parishes, with a well-arranged system of day boarding, sometimes by making the farmers' school an upper department of the parish school, it is to be hoped that the wants of this class might be fairly met.

II.—Education in Foreign Countries and in Scotland.

Our immediate purpose in this chapter is to give an outline of the schools that we believe to be wanted in this country, and of the education that they ought to give, and not to discuss the best means of providing, maintaining, or governing such schools, or of supplying them with good masters. In the account, however, which we are about to give of the systems of education now at work in America, in Scotland, and on the Continent of Europe, it will be found that we have travelled beyond these limits, and have included a sketch of the whole machinery of each system, as well as of the schools which are worked by that machinery. But this departure from our immediate purpose

[1] 9315.

will be excused by the consideration, that the schools themselves and the work that they do can only be thoroughly understood by viewing them in their relation to the whole systems of which they form a part. For the same reason we have included a brief mention of the primary schools in each country, although such schools do not properly fall within the scope of our Commission.

In these systems we see solutions, more or less complete in each case, of the same problem as that which is now put before ourselves. That problem is to meet the demand of modern society for schools adapted to its varied and, in some cases, almost inconsistent needs. This problem is not before any two countries in precisely the same shape. Nor would it be possible to transplant the solution that has succeeded in one country, without alteration into another. In sending Assistant Commissioners to report on what other nations have done in the matter of education we expected rather to procure light on the general principles of our subject than to find models for exact imitation. But it is obvious that any conclusions that we may have drawn from the wishes and opinions expressed to ourselves or to our Assistant Commissioners in England will be greatly confirmed, if it appear that similar needs and similar means to supply those needs are found in other countries; and, in some instances, it is not unlikely that we may have a guidance in the working of these complete systems which we could not obtain in England at all.

Our Assistant Commissioner for the United States and Canada was Mr. Fraser; for Scotland, Mr. Fearon; for France, Prussia, and Switzerland, Mr. Arnold. The following account of the different educational systems at work in these countries is taken (except where otherwise expressly stated) from their reports.

A. New England system.

A.—The New England system, as described by Mr. Fraser, appears to be weak where we are strongest, strong where we are weakest. Mr. Fearon, in his report on the Metropolitan district, has described for us at least one really good school of the first grade,[1] that of the City of London; and at least one of the second grade,[2] that of St. Mary's, Whitechapel. But a good or even a fair public school of the third grade he could not find. The higher schools in New England can hardly compete with our own higher schools; but with good schools, corresponding to what we have termed the third grade, they are well supplied. Their excellence matches our deficiency.

[1] pp. 277-288. [2] Appendix III.

The American system in its most perfect form consists of primary schools for children from 5 to 8 years old; schools called grammar schools, intended to carry on education to between 14 and 15, though the scholars often stay somewhat longer;[1] high schools of the second grade in which Latin is taught, and of the first, in which Greek is added to Latin; and, parallel with these, English high schools, in which French and German take the place of the classics, and the English subjects receive more attention. In the primary schools the teaching is purely elementary, and the children at the end of the course[2] are supposed to be capable of reading easy prose, spelling words of three syllables, working easy questions mentally in the first four rules of arithmetic, and writing down any number below thousands in figures. This standard is not high,[3] but it appears to be generally attained. The Boston grammar school course, which Mr. Fraser thought the most successful, continues the teaching of spelling, reading, writing, and arithmetic,[4] and adds book-keeping, geography, English grammar, history of the United States, natural philosophy (*i.e.* experimental physics), drawing, and vocal music. The grammar school is not a direct preparation for the high school, but aims at being complete in itself. Scholars who intend to enter the high school generally leave the grammar school[5] about 13, some even as early as 10. The[6] Latin high school at Boston carries the scholars into Cæsar, Ovid, Virgil, and Cicero in Latin; Xenophon and Homer in Greek. At New York the classical high schools aimed at more[7] but did not seem to attain more. The English high school at New York was much more successful, carrying on mathematics and natural science[8] to a very fair standard, and adding French, moral philosophy, English literature, and political economy. The classical high schools at[9] Boston are intended to lead to the University; those of[10] New York themselves grant degrees. The religious instruction in all these schools is strictly unsectarian. As a rule every school opens with prayers, and provision is made for reading the Bible. But children of all denominations come to the same school, and the Bible is read without note, explanation, or comment. It is obvious that no complete religious instruction can be given within these limits. But here the Sunday schools come in to supply the deficiency; and on the whole[11], in Mr. Fraser's opinion, the mode in which the subject is dealt with does not appear to cause serious dissatisfaction or anxiety even to those who take a deep

System of common graded schools.

1. Primary school.

2. Grammar school.

3. High schools. (*a.*) Latin, *i.e.* Classical.

(*b.*) English.

Religious instruction.

[1] p. 87–89. [2] p. 116, 330–333. [3] p. 118. [4] p. 121–122, 333–335.
[5] p. 127. [6] p. 89. [7] p. 136, 337, 338. [8] pp. 141, 335, 336.
[9] p. 131. [10] p. 126. [11] p. 181.

interest in religious questions, and who would be keenly concerned for the unimpaired maintenance of religious truth. Finally, all but the rural schools are very carefully classified, or [1] graded, as the Americans term it, and that not only within each school but in the relation of the schools to each other; so that in every case each teacher has charge of a class in which all the scholars are as nearly as possible at the same point of attainment.

Schools "graded."

There are deviations from this general type in different States, and of course in rural districts there can be no high schools; in some cases even the primary and the grammar schools are not distinct. But the true nature of the system is best understood by being seen in its most perfect form.

Mostly day schools.

Perhaps it need hardly be added that these schools are all day schools. There are boarding schools in America as in England, but the boarding schools are all private. The public schools are intended for, and to a great degree are filled by, all classes. There are indications here and there of a tendency among the wealthier to send their children to private schools as more select; but the great majority prefer the public schools. In many instances the schools are attended not only by all classes but by both sexes. But the most approved plan in towns large enough to admit of it is to have two grammar schools, one for each sex, and one primary school for both sexes. To complete the description, it should be said that the vast majority of the teachers are women, and that this preponderance of women has increased lately, and is increasing still; female teachers are thought to be not only cheaper but more efficient.

Mixture of sexes.

Majority of teachers women.

Management.

The schools are absolutely in the hands of the people. The State requires them to be established, but does no more. Every Township, a division which corresponds nearly to a poor law union in this country, is required to establish a primary and a grammar school, either separate or combined in one. If there are 500 families the law requires a high school of the second grade; if 1,000 families a high school of the first grade. These schools are erected and maintained by a School Committee elected by the Township; this Committee also appoints and overlooks the teachers, and examines the scholars. The State has no power of controlling, hardly any power of stimulating; and in some cases this excessive localization works much mischief. The expenses are borne by the local rates. The local rates, levied not on income, [2] but on property, whether real or personal, are exceedingly high, [3] amounting for instance at Boston to what would be 20 per cent. per annum [4] on income. And out of these rates it is generally calculated that

Cost.

[1] p. 33, note 87. [2] pp. 50–54. [3] p. 47. [4] p. 54.

the schools absorb one third.[1] In some parts school fees are charged; but these are unpopular,[2] and most of the schools are free. The result is to put the best education that the country gives within the reach of every single child. It was attempted to do more than this, and compel the children to attend.[3] But this attempt has failed, and the attendance is quite as irregular as in England.[4]

Teaching.

It cannot be said that the teaching in these schools is perfect. The teachers are young and do not stay long in their profession;[5] in some instances[6] they are paid so ill that the book-sellers are able to tempt them away to become agents for the sale of books. The text books are not the best. Too much reliance is placed on the mere memory, and examination questions are objected[7] to if not taken directly from the books.[8] The higher culture[9] is distinctly below that of England.[10]

Character of text books.

Character of teachers.

But whatever the defects of the system, it has the one great merit of being alive. The teachers[11] "have the gift of turning "what they know to the best account; they are self-possessed, "energetic, fearless; they are admirable disciplinarians, firm "without severity, patient without weakness; their manner of "teaching is lively and fertile in illustration; classes are not "likely to fall asleep in their hands."[12] An American teacher with whatever other faults is never dull. The scholars are ambitious and eager to learn;[13] even legislation is necessary to prevent an undue strain. They are more energetic than accurate.[14] Their taste is not formed on the best models.[15] The school life does not last long enough for thorough education.[16] But the schools are the most direct preparation for the life that is to follow.[17]

Character of scholars.

Estimate of the system.

On the whole it appears to us that the great merit of these schools is their precise adaptation to the American people and the American political life.[18] Without the American energy to inspire them, and the American political life to follow them, we think that it may be doubted whether they would attain any real success. There appears to be nothing in them to lift the people above their own level. There is no arrangement in the system by which the fittest and most cultivated have a powerful voice in controlling the education of the whole. They fall far short of Prussia in completeness and in culture. But they seem to have succeeded in supplying every citizen with as much education as is indispensable for the ordinary duties of life, and in opening to him the door for more if he desire it. They show

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[1] p. 53. [2] pp. 22–3, note. [3] pp. 35–36. [4] pp. 35, 93–95. [5] 75–6.
[6] p. 24, note. [7] pp. 139, 146–9. [8] p. 174. [9] pp. 83–4. [10] p. 136.
[11] p. 72. [12] p. 173. [13] p. 171. [14] pp. 111–113. [15] pp. 176–177.
[16] pp. 90–92. [17] p. 167. [18] p. 168.

what may be done by calling on the people to educate themselves and putting all the machinery for the purpose into their own hands. And the result is that Mr. Fraser pronounces them "if "not the most *highly* educated, yet certainly the most *generally* "educated people on the earth."[1]

B. Upper Canada school system.

B.—From the United States Mr. Fraser went to Canada, and he gives an account of the school systems both of Upper Canada and of Lower; of these we think it enough for our purpose to give an outline of the system of Upper Canada, since Mr. Fraser was unable to pay a visit in person to any of the Lower Canadian schools and his account of them is founded entirely on the printed and oral reports of others. The school system of Upper Canada is somewhat more centralized than that of New England, but it is also more voluntary. The townships are not compelled, as in Massachusetts, to establish common schools; but if they do, these schools are brought into closer relation with the central government.[2]

Not compulsory.

Organization.

The Province contains 42 counties, and each county is divided[3] into townships of about 10 miles square. Each county may establish one or more grammar schools, and every township one or more common schools.[4] The grammar schools ought to correspond to the American high schools; but not more than one or two can be called successful, and as a system the grammar schools must be pronounced a failure. The common schools correspond to the American grammar and primary schools.[5] Each common school is mainly supported by a rate levied on its own township, a share of a rate levied on the whole county, and a share of a grant made by the central government. Fees are also paid by the parents, but they are very low.[6] The schools are managed by officers of the township;[7] inspected by a superintendent appointed by the county;[8] and subject to general regulations made by a council for the whole province. Although no township is compelled to come into this system, in 20 years it has "covered the province with a network of schools."[9]

Costs borne by rates and low fees.

Religious instruction.

Special attempts have been made to retain the religious instruction in the schools,[10] and not throw it altogether on the parents, who often have not the means to give it.[11] Every school is opened with prayer and the reading of the Bible, from which, however, any parent may withdraw his child if he pleases. The clergy of the different denominations are allowed to attend and instruct the children of their own congregations at fixed hours,

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[1] p. 203. [2] p. 227. [3] p. 210. [4] pp. 259–267.
[5] pp. 211, 213, 216. [6] pp. 217–222. [7] pp. 214, 222–225. [8] p. 210.
[9] p. 227 [10] pp. 242–258. [11] p. 245.

and in some cases separate schools for different denominations are allowed to be established. These rules seem to have satisfied the clergy. But Mr. Fraser remarks that the separate schools are often inefficient from being too small, and that in the other schools the clergy as a rule do not use their right of coming to give instruction.[1] Denominational schools.

The general character of the teaching is well described in the following passage; but it is right to add that it was vacation time during a large part of Mr. Fraser's visit to Canada, and that the following description is the result of only a limited experience:—

[2] "I could not help being struck by the correspondence of the "results produced by a Canadian school to those produced by "an ordinary English elementary school, and by the contrast "that both systems present to the more brilliant and showy, "but perhaps less solid and permanent, acquirements of an "American school. The range of subjects taught and learnt in "the best schools in Toronto does not go beyond the standard "of most of our town schools, nor indeed of many of our best "village schools. Reading, writing, and cyphering, geography "and history, English grammar, including etymology (to which "much attention is paid with manifest advantage), the elements "of geometry, algebra, and mensuration, a little drawing and a "little singing; that is all that I found constituting the circle of "instruction in one of the most advanced Toronto schools. The "chief specialities of the Canadian methods were long lessons, "generally a continuous hour to each subject; in reading, the "requirement that the pupils should possess themselves of the "*matter* of the lesson; in teaching grammar, the stress laid on "the distinction between prefixes, roots, and affixes, and on "etymology generally; and, generally, the discouragement given "to rapid answering, and the time allowed for reflection and "thought. Entering a Canadian school, with American impres- "sions fresh upon the mind, the first feeling is one of disappoint- "ment. One misses the life, the motion, the vivacity, the pre- "cision—in a word, the brilliancy. But as you stay, and pass "both teacher and pupils in review, the feeling of disappoint- "ment gives way to a feeling of surprise. You find that this "plain, unpretending teacher has the power, and has successfully "used the power, of communicating real, solid knowledge and "good sense to those youthful minds, which, if they do not move "rapidly, at least grasp, when they do take hold, firmly. If "there is an appearance of what the Americans call 'loose ends' "in the school, it is only an appearance. The knowledge is

Special features.

Canadian schools more thorough: American more brilliant.

[1] p. 257. [2] pp. 241–242.

" stowed away compactly enough in its proper compartments,
" and is at hand, not perhaps very promptly, but pretty surely
" when wanted. To set off against their quickness, I heard
" many random answers in American schools; while, *per contra*
" to the slowness of the Canadian scholar, I seldom got a reply
" very wide of the mark. The whole teaching was homely, but
" it was sound. I chanced to meet a schoolmaster at Toronto
" who had kept school in Canada, and was then keeping school
" at Haarlem, New York, and he gave Canadian education the
" preference for thoroughness and solid results. Each system—
" or rather I should say the result of each system, seems to
" harmonize best with the character of the respective peoples.
" The Canadian chooses his type of school as the Vicar of Wake-
" field's wife chose her wedding-gown, and as the Vicar of
" Wakefield chose his wife, 'not for a fine glossy surface, but for
" 'such qualities as will wear well,' I cannot say, judging from
" the schools which I have seen—which I take to be types of
" their best schools—that their choice has been misplaced, or
" that they have any reason to be disappointed with the results.
" I speak of the general character of education to which they
" evidently lean. That the actual results should be unequal,
" often in the widest possible degree, is true of education under
" all systems, everywhere."

C. Scotch school system.

C.—We owe our account of the Scotch secondary schools to Mr. Fearon. We did not think it necessary to send an Assistant Commissioner to make a complete report on the whole Scotch system, an account of which was being prepared by Her Majesty's Commissioners appointed to inquire into schools in Scotland. But being informed by the Commissioners that[1] nine schools selected by them might be considered fair representatives of the Scotch schools for secondary instruction, we instructed Mr. Fearon to visit and examine these nine schools, though not to confine his investigation absolutely within those limits, if he found it practicable and desirable to do more. Mr. Fearon has accordingly visited these nine schools, and[2] seven others selected by himself, and has reported on Scotch secondary instruction so far as these would enable him to do so.

Three grades of institutions for education.

The Scotch system appears to comprise three grades of institutions for education, the parochial schools, intended chiefly for primary instruction; the burgh schools or academies, for secondary instruction; and the universities. The parochial schools, which date from the Reformation, are closely connected with the Scotch Church; so much so, that when the Free Church seceded from the

I. Parochial schools.

[1] p. 1. [2] p. 2.

establishment, the seceders proceeded to build new schools as well as new churches. The schools are by law under the control and supervision of the Presbyteries, though the buildings of each school are maintained, and a minimum salary is paid to the master, by the heritors or landowners of the parish. The secondary schools are the burgh schools in the municipal towns and the academies. The burgh schools are maintained and controlled by the municipal authorities, who appoint the masters, determine the subjects of instruction, and fix the fees to be paid by the scholars. It is not easy to draw the line between these schools and the academies. Several burgh schools appear, after falling into disrepute, to have been revived and remodelled, and then called by this name. As a rule, however, it seems that an academy either has, or has at one time had, the support of a body of subscribers, and is therefore in some degree a proprietary as well as a municipal school. In these cases, as long as the subscribers have continued their support, they have retained a share in the control. Some academies, as for instance, that of Edinburgh, are simply proprietary schools. Lastly, above the burgh schools and academies stand the four universities.

2. Burgh schools and academies.

3. Universities.

The peculiarity of the relation between these various institutions consists in this, that they compete with and overlap each other. The [1] parochial schools often give what is really secondary instruction; the burgh schools and academies often give primary; and [2] the universities largely compete with the burgh schools and academies, and admit many to the professors' lectures, who would more naturally be still at school. Each institution in fact takes its own independent line without regard to the others.

No concert between them.

The [3] usual organization of the secondary schools themselves is probably unique. It is common in English schools to allow boys to receive, besides the regular fixed course of instruction, lessons in special subjects at the choice of their parents, and for these to make an extra charge; but the Scotch system carries this discretion of the parents to the utmost length. There is no fixed course imperative on all the scholars, but separate fees are charged for each separate subject, and it is left entirely to the parent to choose what subjects his boy shall learn. A boy may, if his father chooses, learn nothing but mathematics; another may learn nothing but Latin. The [4] parents, however, are said to show themselves very good judges of what is good for their boys, and the system is reported to work well. The [5] subjects in which instruction is offered, and among which the parents can therefore choose, are the usual English subjects beginning at the age of five or six, Latin, French, and mathematics beginning at about

Organization; instruction.

No imperative course, but all lessons optional.

Subjects: Latin, French, Mathematics.

[1] p. 7. [2] p. 8. [3] p. 15. [4] p. 18. [5] pp. 23, 24.

Greek, Modern Languages.

eleven, and Greek beginning at about thirteen. The course is supposed to end at about sixteen or seventeen. Among these subjects Latin holds the place of honour; in Greek and mathematics the boys do not proceed far; in modern languages they do very little. But with the exception of this last subject what is done is done well. In [1] Latin the boys make excellent general progress, and though verse is rarely attempted good progress is made in Latin prose; what is learnt of Greek is learnt thoroughly and well; the little of mathematics that is professed is mastered by all; and the results of the English instruction are said to be excellent. What perhaps must be considered of most importance is that the average work, the general mean level of the results produced, is much better than in most English schools, even of the first grade.

Religious instruction.

Religious instruction does not appear to be always given in these schools. When given it is usually in accordance with the doctrines of the Church of Scotland. But no arrangement is required to protect liberty of conscience. If a parent disapproves of the lessons in this subject, he does not send his son to them; and since all subjects are optional, he is but using the liberty inherent in the regulations of the school.

Cost.

While the buildings [2] of these schools are maintained by the borough authorities, the cost [3] of the instruction falls almost entirely on the parents. It is obvious that on the Scotch system this is not a fixed amount, but varies with the subjects in which a parent chooses his boy to be instructed. At the [4] Glasgow High School the parents' share of the cost of good instruction is estimated by Mr. Fearon at 17*l.* 10*s.* 6*d.* for a boy of 16, and at 10*l.* 12*s.* 6*d.* for a boy of 10. At [5] the Hamilton Academy the instruction of two boys at the same ages would be 3*l.* 3*s.* and 1*l.* 13*s.* respectively. These are the two extremes of cost; the average lies perhaps half way between them. The parents [6] appear to be much more willing than in England to pay for education; they have not been spoilt by a bad use of endowments, and they have learnt by an experience of nearly three centuries to value good education highly. The arrangements [7] for boarding are as much under the control of the parents as the subjects of instruction. The schools are organized as day schools. Boys who live beyond the limits, at which the school can be attended from home, lodge near the school, wherever the parents choose to put them. And there is therefore even a greater variety in the cost of board than in the cost of instruction. This system is popular in Scotland because of its freedom, and in all probability no other can be so cheap to the poor. But it ought to

[1] pp. 55, 56. [2] p. 36. [3] p. 15. [4] p. 124. [5] p. 137. [6] p. 15. [7] p. 10.

be added that the *average* cost of board does not appear to be much cheaper [1] than in England, and that there is a considerable [2] and increasing class in favour of the English system.

Mixture of classes, and often of sexes.

The schools are attended by [3] all classes except the [4] highest, and in many cases by both sexes. The schools being practically intended to complete their course at about 16 are really of the second grade; such education consequently as properly belongs to schools of the first grade they cannot give, and the parents who desire their sons to have it are obliged to send them to England. With this exception the mixture of classes is complete, and it is obvious that this mixture is greatly aided by the discretion which is left to the parents to regulate the expenditure. A poor man, who cannot afford to give his son the *full* benefit of the school, is not precluded from giving him as much at any rate as he can afford to pay for; and if he lives at a distance and cannot afford to put him to board where he will be made comfortable and carefully guided, he can at any rate get him a poor lodging, enough to live in, while his school life lasts. Of the value of this mixture of classes it is needless to speak; there can be no doubt that it largely contributes to that general diffusion of intelligence for which Scotland is remarkable.

The schools admirably adapted to the poor.

Teachers well chosen.

The teachers in these schools appear to be generally very well chosen.[5] Most of them are graduates of one or other of the Scotch Universities, and while the Scotch as a rule appear to have a natural aptitude for the profession of teaching, the course prescribed by the Scotch Universities for their degrees is in many respects [6] well calculated to cultivate that aptitude successfully.

Scotch schoolmaster described at work.

The following [7] description gives a lively picture of a good Scotch schoolmaster whom Mr. Fearon saw at work in his school. After describing a school of a different kind Mr. Fearon goes on,—

"And then the contrast between such a scene, and that pre-
" sented by the class-room of a Scotch burgh school, crowded with
" 60 or 100 boys *and girls*, all nearly of an age, seated in rows
" at desks or benches, but all placed in the order of merit, with
" their keen thoughtful faces turned towards the master, watching
" his every look and every gesture, in the hopes of winning a place
" in the class, and having good news to bring home to their parents
" at tea time. The *dux* seated at the head of the class, wearing
" perhaps a medal; the object of envy and yet of pride to all his
" fellows; fully conscious both of the glory and the insecurity of
" his position; and taught, by the experience of many falls, the
" danger of relaxing his efforts for one moment. In front of this

[1] p. 175. [2] p. 12. [3] p. 18. [4] p. 22. [5] p. 43. [6] p. 45. [7] p. 52.

" eager animated throng stands the master, gaunt, muscular, and " time-worn, poorly clad, and plain in manner and speech, but " with the dignity of a ruler in his gestures and the fire of an " enthusiast in his eye; never sitting down, but standing always " in some commanding position before the class; full of movement, " vigour, and energy; so thoroughly versed in his author or his " subject that he seldom requires to look at the text-book, which " is open in his left hand, while in his right he holds the chalk or " the pointer, ever ready to illustrate from map or black-board, or " perhaps flourishes the ancient 'taws' with which in former days " he used to reduce disorderly new comers to discipline and order. " The whole scene is one of vigorous action and masterly force."

Little concert between the masters.

But it is remarkable that there should be the same independence of action between the different masters of each school, that has been already noticed as existing between the schools and universities. The [1] Rector, who is the first in rank among the masters, has none of the power which in England belongs to the Head Master. Each master teaches in his own way and without control. The boys are not as in England handed on from master to master up the school. The arrangement [2] will be best understood by describing how Latin, the principal subject, is taught. The course being intended to last five years, there are four masters beside the Rector; the Rector takes the boys in their fifth year, and thus always receives a new set of pupils at the beginning of every year; but each of the four other masters keeps the same boys for four years successively, carrying them through from the lowest class to the highest but one, and only receiving a new set of pupils every fourth year. Promotion in the English sense there is none, but the boys go through a course of lessons, and are handed on at the end, whether fit or not, to the final year with the Rector. Each master receives the fees paid by his own pupils for his own subject, and it is therefore no more than fair that he should be unfettered in his mode of teaching.

Keen interest of the parents the true life of the school.

Such are the Scotch Burgh Schools; but [3] outside the schools there is a force at work, which really supplies them with all their life and vigour, and this is the extraordinary interest which the parents take in the progress of their boys. All the energy and all the interest of the Scotch teacher would perhaps not produce more result than that which English country grammar schools afford, were they not seconded by the anxious and intelligent watchfulness of parents and patrons and by the consequent eagerness and diligence of children. "What place in the class to-day?" Mr. Fearon found to be the first question asked

[1] p. 41. [2] p. 25. [3] p. 53.

when a boy went home after school; then would follow questions as to what he had read; whether such and such a neighbour's son was above or below him; and, if above him, why so; and whether, if he worked a little harder, he could not manage to take him down; how he had gained or why he had lost a place; who was *dux;* and did he think he had a chance of ever being *dux,* and so on; every word showing the keen interest the parent feels in the son's progress, and the importance which the whole family attach to his success. In short the schools are practically in the hands of the parents; the parents use the masters to educate their sons, but they themselves direct the education. The responsibility, the expense, the guidance are all their own, and the result is that they give their hearts to a task which in many respects none others can do so well.

Estimate of the Scotch system.

On a review of the Scotch system it is evident that there is little that can be called organization. The universities do not act in concert with the burgh schools, nor the burgh schools with the parochial. It can hardly be said that the masters within each school act in concert with each other. Boys of the same age are taught the same lessons without any regard to the difference in their abilities. The selection of the studies is left to the parents, and there is no means of grouping these studies so as to tell best on each other. The schools are not put under any efficient supervision, nor are the boys examined in such a way as to test the results of the teaching.

Little organization.

Remarkable results.

Yet making every allowance for the fact that Mr. Fearon only saw a selected number of the schools, the system must be allowed to produce very fair results. That such results should come from such a system is a proof of what the parents can do for their children's education, if they are thoroughly in earnest. In spite of all defects of organization (some of which, indeed, might be easily remedied), the force which is supplied by the constant and vigilant interest of the parents achieves a remarkable success. This interest is partly due to the fact that the parents pay the full cost of the teaching, and have consequently learnt to value it in proportion to its worth; but chiefly, perhaps, to the power which the system gives them of controlling the instruction at their own discretion, and to the strong sense of responsibility which has thus been fostered in their minds. It would not of course be possible to transplant the system exactly as it stands into another country; it is the growth of nearly three centuries. But to catch something of the same spirit would be undoubtedly worth much.

D. French system.

D.—The French system, as judged from an English point of view, appears to have the merit of being a perfect piece of machinery

for the cultivation of the intellect. On the moral side it seems to be weak,[1] and there are some appearances of its having a deficiency just like our own, namely, in the education put within the reach of the superior artizans and smaller shopkeepers. For our account of this system we have supplemented Mr. Arnold's report in some degree by using the evidence of Professor Cassal. The references will show precisely how much is due to each.

The schools are of two chief grades—first, the Primary; secondly, the *Colléges Communaux* and *Lycées*.

I. Primary schools. Organization.

[2] Every commune is required by law to establish a primary school, and 29,000 (all but about 1,000) have already done so. Many have also established infant schools (*Salles d'Asile*) as preparatory to the primary. These primary schools are intended to give elementary education up to the age of 12 or 13. The teachers are trained in normal schools, are appointed and dismissed by the Prefect of the department, are paid partly by the communes and partly by the fees of the scholars, their minimum salary being fixed by the law. The schools are inspected by the primary inspectors, officers of the department, who visit them at all times without notice. The fees paid by the scholars are not high: indigent parents pay no fees at all. Many communes make their primary schools entirely free, and pay the teachers from the rates.

The standard of instruction is not high; but it appears to be fully attained. The teachers know their business, and are kept to their work. The instruction is much on a par with that of an elementary school in England; the reading and arithmetic somewhat better; the writing, and the knowledge of history and geography not so good.[3]

Cost of primary education.

The cost is borne partly by the parents, partly by the communes, partly by the State. The financial arrangements appear to give general satisfaction; and though the salaries of the masters are extremely low, it does not appear that they are an unhappy class, or that their incomes are such as to prevent men of ability from entering the profession.[4]

II. Secondary schools. Difference between *lycées* and *colléges communaux*.

Next above these stand the *lycées* and the *colléges communaux*. These differ in two respects;[5] the *lycées* are established by the State, one in each department; the *colléges communaux* by the communes; again the *lycées* are always organised on a complete system,[6] and the teachers must have received the highest guarantees of their capacity; the *colléges* are often incomplete,

[1] Professor Cassal, 10,756. [2] Ib. 10,688–90.
[3] Mr. Arnold's Report to Popular Education Commission, vol. iv. p. 68.
[4] Ib., pp. 59–62. Professor Cassal, 10,688. [5] Ib. 10,706.
[6] Mr. Arnold's Report, to this Commission, pp. 484, 495, 496.

omitting the highest of those parts into which the *lycées* are divided, and the teachers are of inferior ability and attainment.[1]

A *lycée* properly contains three parts, the elementary division, the grammar division, and the division of humanities. The lower class is the 8th, and boys are admitted into it as young as seven,[2] if they can read and write; but even below this class the *lycées* are authorized to place a preparatory class, not numbered, in which the instruction is mainly that of primary schools, and does not include Latin. Here they begin to learn French by heart.[3] In the 8th class they begin Latin. This class and the 7th constitute the elementary division. Then an examination has to be passed to enter the grammar division; here begin Greek and modern languages. Out of 24 hours of lessons in the week, 15 are here given to classics (*i.e.* Latin, Greek, and French), 2 to history and geography, 2 to modern languages, 1 to arithmetic, 2 to singing, and 2 to drawing.[4] In the 4th, the head class of the grammar division, geometry begins.[5] The time given to mathematics is increased by 1 hour, that given to classics diminished by the same. At this point several of the *colléges communaux* stop. But the complete system has here another examination, and then follows the highest division, that of humanities.[6] Here Latin verse begins; the whole school time becomes 26 hours, and the mathematical time is increased to 4. Algebra and natural history take the place of arithmetic. The French classics are carefully studied. Finally, in the highest class of all, called *philosophie*,[7] classics for the first time lose their preponderance; logic, moral philosophy, and physics are studied. The whole course lasts for 9 years, and a boy beginning at the bottom at 8 or 9 is 17 or 18 when it is finished. He then takes his degree of Bachelor of Arts or Bachelor of Science, and proceeds to study specially for his profession. This professional study corresponds therefore to our University course in the position which it occupies, but it is directed in every case to some one special end, and not any longer to general education.

Organization of a *lycée*.

Length of school life.

[8] The religious instruction of Roman Catholic boys is given by chaplains, and is under the inspection of the bishop of the diocese. Protestant and Jewish boys receive the religious instruction of their own communions. The great *lycées* of Paris have Protestant and Jewish chaplains attached to them, just as they have Catholic chaplains. Where Protestants or Jews are not numerous enough for the school to have a special chaplain for them, boys of those persuasions still receive their religious in-

Religious instruction.

[1] Professor Cassal, 10,742. [2] Arnold, p. 477. [3] Ib., p. 478.
[4] Arnold, p. 478. [5] Ib., p. 479. [6] Ib., p. 479. [7] Ib., p. 479. [8] Ib. p. 507.

struction from ministers of their own creed appointed to visit them, and are entirely exempted from the religious instruction of the Catholics. There are no complaints at all of improper interference or proselytism.

Quality of instruction.

Looking at the results, the proficiency in Greek seems decidedly inferior to that of our own scholars.[1] But the Latin of the best scholars is equal to that of our best, and what is of great importance the Latin of their average scholars is far above that of ours.[2] In arithmetic, mathematics, and natural science we are much inferior.[3] They know their own literature better than our boys know ours. The real advantage which they have is that though their classical culture is not carried so far, the boys are more generally brought up to the mark in all their studies.

There are two main reasons for this: the careful preparation of their teachers for their profession, and the system of supervision.

Training of teachers.

Nothing can exceed the care with which the teachers are fitted for their work.[4] The best come from the great Normal School at Paris.[5] This school, at which board, lodging, and instruction are all free, is filled from the *lycées* by competition among all those who wish to enter the profession. The very élite of the students being thus got together, are taught by the best professors in France, with a perpetual view to their becoming teachers.[6] Finally, no one either from this school or from any other, is placed on the staff of a public school without having passed a very strict examination in the precise subjects which he is to teach, and having given a lesson, as if to a class, as a part of that examination.[7]

Still further to secure the perfection of the machinery the lessons in the schools given by these teachers, who are called professors, all precisely follow a given curriculum.[8] Every lesson of every hour throughout all the schools is prescribed by the central government; and the professors prepared to do a definite task are kept to that task and no other. Further, they are set free from every duty but that of giving the lessons.[9] The moral training and the discipline of all the scholars, and the domestic management of the boarders, are entrusted to different officers, the Proviseur, the Censeur, and the Econome. They have not even the task of seeing that their pupils learn their lessons. This is entrusted to an inferior set of men, the *maîtres d'étude*.

Maîtres d'étude.

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[1] Mr. Arnold's Report, p. 502. Professor Cassal, 10,731.
[2] Ib., p. 503. [3] Ib., p. 505. Professor Cassal, 10,732.
[4] Ib., pp. 470–477. Professor Cassal, 10,106. [5] Ib., p. 471. [6] Ib., p. 472.
[7] Ib., p. 470. Professor Cassal, 10,734–10,739.
[8] Ib., p. 477. Professor Cassal, 10,707–8.
[9] Ib., p. 474. Professor Cassal, 10,707–10,711.

The *maîtres d'étude* are men who have not the capacity or attainments to become professors, but take the inferior post of ushers. From the supervision of these ushers the boys are never free day or night. Of course the idleness in which an English school boy too often indulges is quite impossible under this system. The lessons are learnt, and learnt with care. But it is to be feared that a heavy price is paid for this.[1] It is said that, whilst the professors are much respected, among these *maîtres d'études* there is a large stagnating mass in which there is much corruption and much mischief, and that from this mass a great deal that is noxious distils among the boys they are set to overlook.[2] Even without this it cannot be good for the boys to associate constantly with inferior men whom they soon learn to despise. A chronic state of suppressed rebellion is said to be not an uncommon condition of a French *lycée*.

Result of French supervision.

Thus while the masters or professors are bound to a system which leaves them no freedom whatever in their work, the boys have no freedom either in work or in play—a system which in England would be thought intolerable.

To complete the account, it is necessary to add that the demand to escape from the classics is quite as strong (though not so easily gratified) in France as in England.[3] To meet this demand the plan of bifurcation was introduced, which allowed a boy at the top of the grammar division, instead of entering the division of humanities, to go off into a special division of science and modern studies. But this plan has been pronounced a complete failure. The authorities, if they could, would simply abolish it.[4] This, however, they cannot do. And they now propose to establish, side by side with the present *lycées*, schools entirely distinct but of absolutely equal rank, from which classics shall be altogether excluded. These schools will be in the same buildings and under the same government as the classical schools; the boarders will all live together. But they will have their own separate staff of teachers and their own distinct classes and curriculum.

Cry against classics.

The demand for these schools comes partly from the rich employers of labour, who wish to get rid of Latin and Greek and yet to give their boys the prestige of a *lycée*, but still more from the higher portion of the artizans, a class which, as with us, so to some degree in France, does not yet seem to have got quite what it needs. There is some reason to fear that the new arrangement may fail since the rich class of people wanting the schools is too small to fill them, and the large class is too poor to pay the fees.

[1] Mr. Arnold's Report, p. 477. [2] Professor Cassal, 10,742–10,756.
[3] Mr. Arnold's Report, pp. 507–512. [4] Ib., p. 508.

Cost of education.

The cost of all these schools is moderate: For day boys, from 6*l.* to 10*l.* a year without a tutor, 9*l.* to 13*l.* with a tutor; for boarders, from 40*l.* to 60*l.* for everything.[1] In the *colléges communaux* the fee paid by the day scholars is generally about 4*l.*; that paid by boarders, from 23*l.* to 28*l.*[2] There are numerous open scholarships given by competition among the elder boys; by selection (said to be very just) among the younger.

State administration.

The management is in the hands of the Minister of Public Instruction, whose power regulates even the minutest details.[3] He is assisted by an Imperial Council of Public Instruction, containing some of the most eminent literary and scientific men of France;[4] and by 18 academic councils, corresponding to the 18 academies which divide France between them for the purposes of professional instruction.[5] Every important school is annually inspected and reported on, all the scholars annually examined. The number of *lycées* is 74, with 32,794 scholars;[6] the number of *colléges communaux* 247, with 33,038 scholars. To these must be added a large number of private schools,[7] educating 52,081 scholars, which are under no supervision, but which cannot be opened without permission, nor by persons who have not passed the examinations prescribed for teachers.

The total number of scholars in public secondary schools thus appears to be 65,832, and, as the population of France is about 37,500,000, the proportion is about 176 out of every 100,000; and if the scholars in private schools be added, the total is 117,913, or rather more than three per thousand of the population.

E. Prussian school system.

E.—The Prussian school system like the French has two chief grades, the primary, or elementary, and then the *Gymnasien* and the *Realschulen*.

Primary schools.

The primary schools are established by law throughout the country, one in each parish, managed by local authorities under general regulations by the Central Government, taught by masters who have passed a prescribed examination. They are reported to be cheap and good.[8]

Compulsory attendance at school with certificated masters.

The peculiar characteristic which seems to deserve notice is, that every Prussian child is compelled to receive instruction from some master who has been examined and passed, and this practically fills the primary schools, since to many no other schools are accessible.[9] A law of compulsory education exists in New England; but there public opinion does not heartily support it, and it is consequently quite inoperative.

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[1] Mr. Arnold's Report, p. 491. [2] Ib., p. 497. [3] Ib., p. 466.
[4] Ib., p. 467. [5] Ib., p. 467.
[6] Professor Cassal, 10,736. Mr. Arnold's Report, p. 465. [7] Ib. p. 498.
[8] Rev. M. Pattison's Report to Popular Education Commission, vol. iv. p. 185.
[9] Ib., p. 244.

In Prussia public opinion cordially approves, and the law is a reality.[1]

Of the schools of the higher grade the *Gymnasien* are what we should call classical, the *Realschulen* what we should call commercial schools.[2] Schools of higher grade.

The *Gymnasien* are more like our best classical schools than any other schools in Europe, or indeed in the world. There is the same preponderance of classics, very nearly the same methods of teaching, and, to a considerable extent, the same results.[3] It is supposed that a boy enters at 9 and remains till 19. The school is divided into six classes. Latin begins at the bottom, and occupies 10 hours a week out of 28, till the head class, and then 8 hours out of 30. Greek begins two classes from the bottom, and occupies 6 hours a week throughout. German, 2 hours; arithmetic and mathematics, from 3 to 4; French, 3 in the lower classes, 2 in the higher; geography and history, 3 in the higher and 2 in the lower; natural science, 2 in the head class and 1 below. All learn drawing in school hours; singing and gymnastics out of school. This programme is fixed by the Government, but within the programme the masters are free. (*a.*) Gymnasia.

[4]In places where there is no *Realschule* boys in the middle division of a gymnasium may substitute other studies for that of Greek. Where there is a *Realschule* accessible, this is not permitted; and in the upper division of a gymnasium it is nowhere permitted. In general the gymnasium is steadily to regard the formation of the pupil's mind, and of his powers of knowledge, without prematurely taking thought for the practical applicability of what he studies. It is expressly forbidden to give this practical or professional turn to the studies of a pupil in the highest forms of a gymnasium, even when he is destined for the army.

In some places where it is not possible to maintain a complete gymnasium, a progymnasium is substituted. A progymnasium is merely a gymnasium without the higher classes. Most progymnasiums have four classes only; some three; some again five, that is, all but the head. Progymnasiums.

[5]As the primary schools pursue a course of teaching which is not specially designed as a preparation for the higher schools, it has become a common practice to establish *Vorschulen* or preparatory schools, as in France, to be appendages of the several higher schools, to receive little boys without the previous examination Preparator schools.

[1] Rev. M. Pattison's Report to Popular Education Commission, vol. iv. pp. 192, 197, 200.

[2] Mr. Arnold's Report, p. 552. Appendix to Nine Schools Commission, pp. 50–57.

[3] Mr. Arnold's Report, pp. 582, 583. [4] Ib., p. 551. [5] Ib., p. 553.

in reading, writing, arithmetic, grammar, and scripture history which the higher school imposes, and to pass them on in their tenth year duly prepared into the higher school. These *Vorschulen* have in general two classes.

Methods of teaching.

The methods of teaching are the same as in the best English schools.[1] The boys learn their lessons and bring them prepared to school. The work is chiefly oral, not as in France, chiefly written. The boys do most and the master least, whereas in the best French lessons this is reversed.[2] There are no *maîtres d'études* as in France; the same masters do the whole of the work. In one respect they differ both from us and from the French. The French *lycées*, like the majority of our best classical schools at present, are in idea boarding schools. The Prussian gymnasium is in idea a day school.[3]

Attainments of scholars.

The classical attainments of the best scholars are about on a level with those of our own best. In composition they are much below us;[4] but, on the other hand, the boys have an appreciation of an author's place and significance in the literature of his country and of the world which our boys have not. Their interest in Greek and Latin is more vivid; their hold upon it more likely to be permanent. Perhaps it is of still greater importance that, as in France so in Prussia, a larger number of their boys appear to be in the first flight of their class, and to have really profited by their education.

Leaving examinations.

But the examination of boys who have closed their school course is not confined to classics.[5] Every boy has also to pass in German, French, mathematics, physics, geography, history, and divinity. The total result of his examination is to give him a certificate of fitness for the university. Partial failure in some subjects is allowed to some degree to be balanced by extraordinary merit in others.[6] The examination is said to be careful but not excessive; nor is it in any sense competitive. It is ordered to be "such as to tempt to "no special preparation and effort, but such as a scholar of fair "ability and proper diligence may at the end of his course come "to with a quiet mind, and without a painful preparatory effort "tending to relaxation and torpor as soon as the effort is over."[7] A boy who cannot get his certificate at all may still go to the university and attend the lectures. He cannot, however, get any of the university privileges, and this excludes him from all the liberal professions.

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[1] Mr. Arnold's Report, p. 583. Appendix to Nine Schools Commission, p. 53.
[2] Mr. Arnold's Report, p. 503. [3] Ib., p. 587. [4] Ib., p. 584.
[5] Ib., p. 564. Appendix to Nine Schools Commission, p. 53.
[6] Mr. Arnold's Report, p. 564. [7] Ib., p. 566.

Teachers, how trained.

There are normal schools, but nothing corresponding to the great normal school in Paris, nor do the Prussians seem to attach very great importance to the normal schools which they have, for the preparation of masters for their work.[1] Those who wish to become teachers prepare themselves most frequently by studying the subjects which they will have to teach.[2] But two means are taken to secure that they shall be quite competent; first, every teacher must pass a very stringent examination in the subjects which he proposes to teach, and he is only allowed to teach those in which he has passed, and only to classes of the precise standing for which his knowledge indicates him to be fit; and, secondly, every teacher is required to pass a year at some school watching the work, and learning how it is done.[3] The masters give him an opportunity of learning his business and of showing them that he has learnt it, and then give him a certificate of his having done so. This plan appears to be quite as successful as the French in securing thorough efficiency in the teachers.

(*b.*) *Realschulen* of three grades. First grade.

The *Realschulen* are of three grades. The first grade has a course of nine years, thus continuing the education of the scholars almost as long as the *Gymnasien*.[4] In these schools Greek disappears, and Latin, though obligatory, is so robbed of its preponderance that in the head class it only gets 3 hours out of 32, while in the same class mathematics and natural science get 11. The leading subject here is French; English is obligatory, if a boy is going into business.

Leaving examinations.

The subjects of examination at the close of the course are, divinity, German and German literature, Latin (not including translation into Latin), French, and English; history; physics and chemistry; pure and applied mathematics, and drawing.[5] Excellence in one subject may counterbalance shortcomings in another; but no candidate can pass who absolutely fails in any.

Second grade.

In the *Realschulen* of the second grade Latin is not obligatory,[6] and the course may be seven years instead of nine, so that the education should close at the age of 16.

Third grade.

The *Realschulen* of the third grade, called *Bürgerschulen*, have a still shorter course and a less complete one.

Purpose and success of *Realschulen*.

The *Realschulen* are the path to many branches of the public service, and are also especially adapted to prepare boys for business. But it is remarkable that these schools, though unquestionably successful, do not educate so many boys as the gymnasia: there are 172 of the latter, with 45,403 scholars; there are only 83 *Realschulen*, with 20,732 scholars.[7]

[1] Mr. Arnold's Report, p. 571. Appendix to Nine Schools Report, p. 57.
[2] Ib., p. 570. [3] Ib., p. 571. [4] Ib., p. 552.
[5] Ib., p. 567. [6] Ib., p. 553. [7] Ib., p. 554.

The masters in the *Realschulen* are subject to the same rules of examination as those in the *Gymnasien*.[1] They are allowed to teach only what they have proved themselves competent to teach.

Religious instruction.

[2] Both in the *Gymnasien* and in the *Realschulen* religious instruction is given to every class for at least two hours a week. Every master is required to prove his knowledge of divinity by passing an examination, and is not placed until he can pass. The religious instruction is as a rule given in each class by the master who has general charge of the class, and is not treated as one of the special subjects to be taught by a special master. The nature of the religious instruction depends on the denomination of the school. All schools must be either Catholic or Protestant, or mixed, and the religious instructors are all Catholic or all Protestant, or there are some of each. But all public schools are open to scholars of all creeds, and parents can withdraw their children from the religious instruction if it is not of the creed to which they belong.

Support of secondary schools.

All the public schools, whether *Gymnasien* or *Realschulen*, are supported by endowments and school fees.[3] Very little indeed is spent upon them by the State, though, as in England, a few belong to the municipalities. The school fees are exceedingly low; not only lower than in England, but lower than in France, the average being under 3*l*. a year for instruction even in the best schools.

Salaries of masters.

The masters do not receive the fees, but are paid fixed salaries out of the funds thus raised. The fees, however, being so low, the salaries of course correspond, and the maximum does not exceed 300*l*. a year and a house.[4] On this, however, Mr. Arnold well remarks that "the whole scale of incomes in Prussia is "much lower than with us, and the habits of the nation are "frugal and simple. The rector of Schulpforta, the principal "school in Prussia, with his 300*l*. a year and a house has, in all "the country round him, where there is great well-doing and "comfort, few people more comfortably off than himself. He "can do all that he wants to do, and all that anybody about him "does; and this is wealth."

The total number of the public secondary schools, as given in the returns procured by Mr. Arnold, was 144 *Gymnasien*, with their *Vorschulen*, containing 47,019 boys; 28 *Progymnasien*, with their *Vorschulen*, containing 2,597 boys; 83 *Realschulen*, with their *Vorschulen*, containing 24,546 scholars. This gives a total of 74,162 scholars in 255 schools; the population, at the period

[1] Mr. Arnold's Report, p. 569.
[2] Ib., pp. 576, 577.
[3] Ib., p. 560. Appendix to Nine Schools Report, p. 59.
[4] p. 580.

at which the returns were made, was 18,476,500; the proportion of scholars to population is therefore slightly over 4 per 1,000.

Private schools must have certificated teachers: and are open to inspection.

Besides these public schools, there are many private. Anyone can open a private school, subject only to two restrictions: he must have passed the prescribed examinations, and cannot teach any subjects but those in which he has passed; and his school is always liable to government inspection.[1] He may fix his own charges, make his own programme, teach in his own way. His boys may go to the university by passing the same examination as is prescribed for other boys. They are at some disadvantage, for these examinations, held at the public schools, turn upon the studies of the upper forms of the public schools, and are conducted in great part by their teachers. But on the other hand allowance for this disadvantage is expressly ordered to be made to them.

Management of public schools.

The public schools are governed by a happy combination of local and central authorities.[2] The property of the school, the scale of fees, the admission of free boys, the care of the buildings, and unless the school be in the patronage of the Crown, the nomination (subject to approval) of the master rest with the local authorities. But they have no control over the teaching, nor over the discipline. The supervision and control of these rests first with the district board, and then with the provincial board, Prussia being divided into 8 provinces and subdivided into 26 districts.[3] The studies to be taught in the school and the number of hours per week to be given to each study are laid down by the central government. But within these limits each head master, in concert with his colleagues, decides how each subject shall be taught, and chooses, subject to approval by the provincial board, which in its turn must have the approval of the minister, what text-books shall be used. The Minister of Education, assisted by eight specially qualified councillors,[4] makes general regulations for all the schools, and in particular approves or disapproves all text-books. The conduct of the examination of all candidates for the office of teacher and the general superintendence of the "leaving examinations," are entrusted to seven examination boards,[5] who, besides reporting yearly to the minister, report also to each provincial board, on the examination for teachers for that province,[6] and comment if necessary on the papers of the leaving examinations.

Minister's patronage not political.

Besides making regulations for the school the minister also exercises considerable influence by the use of a[7] very large patronage.

[1] Mr. Arnold's Report, p. 555.
[2] Ib., pp. 556–559.
[3] Ib., p. 557.
[4] Ib., pp. 556, 585.
[5] Ib., pp. 558, 564, 569.
[6] App. to Nine Schools Report, p. 57.
[7] p. 555.

For many of the endowed schools are Royal Foundations. And the appointment to these always has been and still is vested in the Crown. But in making these appointments he is jealously watched by the profession and the public, and nothing like political favour is allowed to be shown.

The minister has [1]considerable powers of control over the masters and can suspend them, but he cannot dismiss without the consent of a special court.

Estimate of Prussian system.

When we view it as a whole, the Prussian system appears to be at once the most complete and the most perfectly adapted to its people, of all that now exist. It is not wanting in the highest cultivation like the American, nor in dealing with the mass of the middle classes like our own; nor does it run any risk of sacrificing everything else to intellectual proficiency like the French. It is somewhat more bureaucratic in its form than would work well in England, but it is emphatically not a mere centralized system in which the Government is everything. In France the central government is undeniably distinct from the people; supported by the people no doubt, and obeyed by them, but distinct from them. But in Prussia the education department is simply the instrument which the people use to procure the fulfilment of their own desires. The Prussians believe in culture, and, whoever may have originally created the educational machinery, that machinery has now been appropriated by the people themselves. [2]They are proud of their schools, and will not allow the Government "to sacrifice them to any other "interests, and however greatly political considerations may "be paramount in other departments of administration, in this "they are not." The result is an unrivalled body of teachers, schools meeting every possible need of every class, and a highly cultivated people.

F. Swiss school system.

F.—Mr. Arnold took the Canton Zurich as the representative of Switzerland in the matter of education as he had taken Prussia as the representative of Germany. This canton shows its zeal for education by devoting nearly one-third of the whole public expenditure to that object,[3] whilst there are also considerable endowments, and the parents pay fees besides.

Primary schools.

The system [4] begins with the communal school, which takes the child at six and keeps him till he has completed his twelfth year. To this school every parent is compelled to send his children under penalty of a fine, or to satisfy the school authorities that the children are getting as good an education elsewhere. And [5]even those who have their children educated elsewhere,

[1] p. 574. [2] p. 576. [3] p. 608. [4] p. 608. [5] p. 610.

must still pay the school fee just as if the children attended the school. As the schools are really good few go elsewhere, and one finds all classes of society mixed in them.

When a child has passed through the communal school, the parent is still compelled to keep him under instruction for [1] three years more, either in the public schools or (as before) under equally good tuition. The public schools to which he may be sent, and among which the parent has the choice, are of five different kinds. Five kinds of secondary schools.

The lowest is the [2] singing school (*Singschule*) which requires him to keep up his knowledge of church music and singing by one hour's practice in the week, and to attend the religious instruction of the pastor of the parish for one hour and a half. The singing school.

Next above this stands the [3] finishing school (*Ergänzungsschule*) which is in fact a higher department of the communal school, with eight hours of instruction a week, the eight being generally taken in two mornings. The fee is in both these schools the same, [4] three francs a year, which may be raised to six by the local school authority. The finishing school.

Next ranks the [5] higher popular school, or, as it is also called, the secondary school, corresponding to what we should call a school of the third grade. Here the studies are the same as those of the communal schools, only that each branch is carried further and that French is added; the instruction extends over 28 hours a week. In each of these three kinds of school the course lasts for three years, and at the end of that time the scholar being fifteen is no longer required to be under instruction. The fee in the secondary school is 24 francs a year, but the school is bound to take one scholar in eight as a free scholar. The higher popular school.

The two remaining schools are [6] the school of industry, with a course of five years and a half, and the [7] gymnasium, with a course of six years and a half. Each has a lower and a higher division.

[8] The school of industry corresponds with the Prussian *Realschule*, but it has no Latin at all. The subjects of instruction in the lower division are religious knowledge, the mother tongue, history, geography, natural philosophy, arithmetic and mathematics, free hand and geometrical drawing, singing, gymnastics, and military exercises. The course lasts three years. In the upper division English and Italian are a part of the regular programme. But there is no longer one course obligatory on all; there are three distinct courses, the mechanical, the chemical, and that intended to prepare for business. The Education Council The school of industry.

[1] p. 608. [2] p. 609. [3] p. 609. [4] p. 610.
[5] p. 613. [6] p. 615. [7] p. 615. [8] p. 616.

urges the masters not to let the school be turned into a place for mere professional study; but this organization gives a bias which it is hard to resist. The course lasts two years and a half. In the lower school of industry the fee is 30 francs a year, in the higher, 60.

The gymnasium.

The [1] gymnasium is, in all important respects, formed on the same model as the Prussian, except that whereas in Prussia the common primary school is not regarded as the proper preparation for the gymnasium, in Zurich it is, and the studies are so adjusted that a boy passes naturally from one to the other. The instruction of the gymnasium is still, however, classical, and the passage to the University lies through it. But Greek is not generally obligatory, and the composition is reduced to a translation into Latin or Greek once a week, and this translation is little more than a grammatical exercise. On the contrary, composition in French is carried as far as the essay, and much beyond composition in the classical languages. The fee in the lower gymnasium is 30 francs a year; in the higher 48.

The university and the polytechnicum.

The gymnasium leads to the [2] University; the school of industry to the Polytechnicum. The University is like other German Universities. The [3] Polytechnicum (which though situated in Zurich is a national and not a cantonal institution) is a high school for training civil engineers, for teaching the applied sciences, and for training teachers of technical instruction. The fees are low; the staff of professors excellent; some of the most distinguished scientific men in Germany have been brought there by the Swiss Government.

Management.

For the management of all these schools there is an [4] ascending series of school authorities. Each elementary school is managed by a school committee consisting of the parents of the children. This committee appoints the schoolmaster, fixes the fees to be paid, manages the finances, and provides the school buildings. The master gets, besides a low fixed salary, half the school fees; the other half goes to the managing committee. With this half, with the proceeds of any endowments attached to the school, with a grant from the State, and in some cases with rates, in some cases with voluntary subscriptions raised among themselves, the school committee provide the school expenditure, and often in order to get a good master pay him more than the law compels them. The school committee, however, do not superintend the discipline, nor the teaching. That duty belongs to the committee of the commune, consisting of the pastor and five members elected by universal suffrage. This committee

[1] p. 615. [2] p. 619. [3] p. 620. [4] pp. 610–613.

reports on the schools to the committee above it, the committee of the district. The canton contains eleven districts, with an average of 15 communes in each. The district committee consists of nine or thirteen members, three chosen by the teachers and the rest by universal suffrage. The district committee inspects the schools, and reports to the Education Council, which represents the State. The Education Council consists of the Director of Education, four members chosen by universal suffrage, and two by all the teachers of the canton.

Position of teachers.

This organization is peculiar in giving such a position to the teachers. [1]The teachers in Zurich form a sort of guild, and exercise considerable influence. They are formed into bodies for the discussion of questions which concern their work, and report regularly to the school authorities. Changes in the rules cannot be made by the Education Council without their opinion being taken.

Summary.

The work done for education in the canton out of its own revenues is summed up by Mr. Arnold in one sentence: "[2]A, "territory, with the population of Leicestershire, maintains a "university, a veterinary school, a school of agriculture, two "great classical schools, two great *real* schools, a normal school "for training primary and secondary teachers, fifty-seven "secondary schools, and three hundred and sixty-five primary "schools; and many of these are among the best of their kind "in Europe."

Estimate of Swiss system.

The drawback to this complete system is that, excellent up to the highest grade of education,[3] it then fails. The idea of what the French call *la grande culture* has not much effect in German Switzerland, and it is not in her purely literary and scientific high schools, and in the line of what is specially called liberal education, that she is most successful. The highest teachers come from Germany, but, large as are the salaries paid to draw these distinguished foreigners to Zurich, they are said not much to like the atmosphere in which they find themselves, and in general not to stay long. The higher intellectual cultivation, in short, is wanting. In what they have tried to do they have succeeded perhaps even better than France and Prussia; but their aim has been distinctly lower.

Inferences from the whole.

A general review of the various systems of education above described appears to supply sufficient data for deducing some important principles likely to be of great use in deciding on the course that ought to be pursued for the improvement of education in this country.

[1] p. 618. [2] p. 620. [3] p. 621.

The value of popular and parental sympathy.

1. In the first place it is, we think, hardly possible to question the proofs here given of the great value of parental and of popular sympathy. Even the most skilfully organized system, that of the French, seems to be weak where it fails to secure this sympathy, while a system with most imperfect organization, like the Scotch, obtains nevertheless a remarkable success by the sheer force that it derives from this source. Prussia carries, and purposely carries, the people with her. Switzerland puts the administration of her schools into the most democratic form possible. In America the control is absolutely in the hands of the people. We could not have a stronger confirmation of the rule with which we started, that before all things the wishes of the parents and of the people at large must be met. But this evidence goes still further, and tends to show the expediency of securing their hearty interest. The way of doing this may not be the same in England as it is elsewhere. We are not prepared to say, for instance, that English parents should at once be asked to do what Scotch or Swiss parents do. If English parents were to interfere to such a degree they would probably do much harm, and it would cost a generation at least before they learnt how to correct their own mistakes. But, short of that, it is possible to see that the schools shall, on the whole, satisfy the wants of the people, and to provide that the management shall in some reasonable measure be in their hands. The people perhaps cannot give guidance, but they can give life, which is even more valuable than guidance. With the people, what we do may be imperfect; without them, we shall probably do little or nothing.

Classics everywhere the basis of higher education.

2. In the second place the conclusions to which we were brought by a review of the opinions put before us in regard to the subjects of instruction are strongly confirmed by the experience of those countries that have been most successful in the management of education. Everywhere we find the classics still regarded as the best instrument now to be obtained for the highest education, and when the classics are neglected the education seems to be lowered in character. But we see also that two important modifications must be made in this general statement.

Classics must make room for other studies by their side.

One is, that the time given to classics must be so far curtailed, if necessary, as to admit of other important studies by their side. France curtails the study of Greek for this purpose; Prussia the practice of composition: but neither gives up the classics in her highest education, nor Latin even in what ranks much below the highest. The Scotch parents who can choose at their own discretion still make Latin the staple of instruction, while they are not content with Latin only. Even Zurich, with a decided lean-

ing to industrial education, has a large proportion of scholars in classical schools. But all these countries appear to stand above us in the teaching of every subject except the classics, and England is quite alone in requiring no systematic study of the mother tongue.

Other schools required besides the classical.

The other modification of the general rule in favour of classics is that room must be made for schools of an altogether different type. There are minds fitted to be developed by other studies than that of the most perfect known languages. There are occupations for which classical studies do not give the proper preparation. Schools like the *Realschulen* of Prussia, or the schools of industry of Switzerland have become a positive need of modern times. The precise type that would suit England best it may require some experience to fix; but what is obviously wanted is such an elasticity in the general regulations as would enable different kinds of schools to grow up easily in different parts, and any that did not succeed to be easily remodelled.

Liberty of conscience everywhere respected.

3. Further, it is important to remark that the principle of respect for liberty of conscience is everywhere fully acknowledged. Either the religious instruction given in the public schools is confined to that on which all can agree; or special teachers are appointed to give religious instruction to the children of their own religious denominations; or the parents are allowed to withdraw their children from the religious instruction altogether. In no case is the school allowed either to endeavour to make proselytes, or to refuse to admit scholars whose parents object to the religious teaching that may be given.

Absolute necessity of organization.

4. Lastly, a comparison of these different systems with each other and with our own is enough to demonstrate the value of a thorough organization. The French, the Prussian, and the Swiss systems owe the completeness of their success to the perfection of their machinery. There is no waste of power. The aim of the teacher is clear and distinct; the scholars know perfectly what to expect; the work is tested at every proper point; the higher education is not interfered with by the demands of the lower, as is perhaps the case in some degree in America, nor is the lower interfered with by the demands of the higher, as is certainly the case in England. The Scotch system does much, but it is impossible to put it by the side of the Prussian, or still more the Swiss which it perhaps resembles in its general aim, without seeing how much it would gain by a co-ordination of the schools with each other and with the universities, and by a regular system of careful examinations. But even if Scotland and America can enforce success without much organization, simply because the

problem of education in both countries is comparatively simple; it is impossible to expect the same result in a country like England, with so complex a society, with such a vast variety of needs, with old traditions of teaching already in existence, and of necessity exercising a powerful influence on all educational institutions new or old. The schools are drawn in different directions by the demands of the Universities, by the demands of the parents, by public opinion, by antiquated regulations; and since much of this medley cannot be destroyed, there is no remedy left but to reorganize it in such a way as to put what we have to the best use and make room for more by the side of it.

III.—Outline of English Requirements.

It has been already remarked that it would be probably both useless and impracticable to attempt simply to transplant into England systems that have flourished elsewhere. We have not the universal energy and restlessness of the Americans, nor the long training of the Scotch, nor the singular aptitude for organization of the French, nor the strong belief in the value of culture which makes education so universal an object of desire in Prussia. But there is no reason why, if we cannot do precisely what our neighbours have done, we should not do something of a corresponding character. The wants of England are not exactly the same with those of America, France, or Prussia; nor even, where the wants are identical, will the proper means of supplying those wants always coincide. But without quitting the course usually observed in dealing with English institutions we have no doubt that the right result in the matter of education may be defined now and reached hereafter.

It is plain that what is wanted is a sufficient supply of schools of the three grades already defined in the beginning of this chapter. We have already discussed the nature of the instruction that should be given in them, and the outline that we have drawn of the systems now at work in other countries supplies us with examples that we may imitate, though not exactly copy. We now therefore proceed to speak of: 1. Schools of the Third Grade; 2. Schools of the Second Grade; 3. Schools of the First Grade; 4. Preparatory Schools for each grade; 5. Exhibitions or other similar means of enabling boys to pass from one grade to another; 6. Ratio which the demand for the several kinds of schools bears to the population.

1. *Schools of the Third Grade.*

1. Schools of the third grade.

1. The most urgent educational need of the country is that of good schools of the third grade, that is, of those which shall carry

education up to the age of 14 or 15. It is just here that the endowed schools appear most signally to fail, while nothing else takes their place. There may be a few good schools of the sort here and there, such for instance as the Bristol Trade School, and Hele's School at Exeter, and some others; but such schools are unquestionably not numerous nor well distributed. And the private schools cannot be relied on to fill up the gap; for as soon as a master is thoroughly successful in a school of this sort, there is everything to induce him to raise his terms, and to fill his school with boys of a higher social class; and thus the need still remains unsupplied. The evidence is almost unanimous that just here is our most conspicuous deficiency, and that the artizans, the small shopkeepers, the smaller farmers are in many places without any convenient means of educating their children at all, and still more often have no security that what education they do get is good.

Importance of schools of this grade.

When it is considered how very large a proportion of the population is included in these classes, it is evident that no other deficiency in our provision for education could well be more important. It is not only the case, however, that the number concerned is larger than that of any other class except the lowest, but that the wealth and prosperity of the country depend to so great a degree on the industry, and that industry on the intelligence, of those who are left thus uneducated. We have already made a special report on the statements made to us regarding the inferior rate of progress said to be visible in British manufactures, when some of the productions of this country are compared with those that were sent by other nations to the Exhibition at Paris. This is ascribed in some measure to a want of technical instruction in our artisans, as well as in their employers and foremen. Such a want, however, would be a far less serious matter, if it stood alone. But we are bound to add that our evidence appears to show that our industrial classes have not even that basis of sound general education on which alone technical instruction can rest. It would not be difficult, if our artizans were otherwise well educated, to establish schools for technical instruction of whatever kind might be needed. But even if such schools were generally established among us, there is reason to fear that they would fail to produce any valuable results for want of the essential material, namely, disciplined faculties and sound elementary knowledge in the learners. In fact, our deficiency is not merely a deficiency in technical instruction, but, as [1] Mr. Arnold indicates, in general intelligence, and unless we remedy this want

[1] p. 621.

we shall gradually but surely find that our undeniable superiority in wealth and perhaps in energy will not save us from decline. If we could provide good schools for our artizans up to the age of 14, then those who showed aptitude for special industrial pursuits would be in a fit condition to enter on the needed special study. But our first object should be to enable the whole of this large population, whose education we are now considering, to cultivate their children's understandings and make them really intelligent men. We need schools that shall provide good instruction for the whole of the lowest portion of what is commonly called the middle class, and we cannot overstate our sense of the importance of the need. These are the schools that we have called Schools of the Third Grade.

Organization.

The organization of these schools ought to be such as to leave the masters considerable freedom in the use of methods, but to define the chief aim and purpose clearly and precisely, and that aim should be thoroughly to satisfy the demands of the parents for good elementary teaching, and then, and only then, to add anything more.

To have two divisions with an examination between them.

What the lower division should teach.

For this object the school might be divided into two divisions, a lower and an upper. The lower division should be adapted to receive boys at the age of six or seven and keep them to the age of twelve. Boys might enter between those ages if they were fit, but the course should be framed to suit that period. At the age of twelve an average boy ought to be able to read with perfect fluency and intelligence any ordinary book, to have learnt some considerable quantity of the best English poetry by heart, and to write, not a rapid, but a clear good hand; he ought to be expert in arithmetic as far as proportion and fractions inclusive, and to show that he has been trained to use his common sense in working arithmetical questions; and he ought to know the outlines of geography, physical and political. Accordingly this should be the examination prescribed for the upper classes of this division. Boys who could pass an examination of this extent should be promoted to the upper division.

What the upper division should teach *besides*.

No one of the subjects taught in the lower division should be dropped in this. English reading should be continued so as to give some knowledge of our best authors, and the outlines of English history and political economy should be commenced. But to these should be added either the elements of Latin or some modern language. In the same way to the arithmetic should be added either algebra or practical geometry; and to the geography either botany or some branch of experimental physics, or the rudiments of inorganic chemistry. Drawing also should be taught, either as a necessary

or as an optional subject. The upper division like the lower should have a regular examination of its higher classes, not in order to provide for the passage of the boys to another school, but to secure the efficiency of the work.

These schools would correspond to the *Secundar-schulen* of Zurich, to the *Bürger-schulen* of Prussia. They need not be all of one type. On the contrary it would be wise to put no obstacle in the way of a free growth of very various kinds of schools of this sort. Some, like the Bristol Trade School, might give upthe study of language, and cultivate the elements of the sciences most needed for the trade or manufactures of the place. Others might give up natural science and perfect the boys in French. But in the great majority of cases it would be best, for the reasons already discussed, to retain Latin, with the precaution that it should not be allowed to engross too large an amount of time.

Subjects of *examination* to be fixed by Governors, subjects and methods of *instruction* by Master.

The precise subjects to be taught in the upper division ought to be decided in every case by the Governors of the school. But some latitude should be left to the schoolmaster in his choice of methods and of any subsidiary subjects which he might consider an aid towards the prescribed end. If a master choose to introduce the teaching of Latin into the lower division, there does not seem to be any reason to forbid it, provided only that it be not included in the subjects of examination between the two divisions, and be so taught as not to interfere with the preparation for that examination. Some schoolmasters say that they can teach English more quickly by teaching the rudiments of Latin, and, if they can, there is no reason to interfere with the instruments that they may prefer to use, nor does it seem advisable in this country to adopt the foreign plan of prescribing an authoritative programme of studies. But it is of importance to secure the end of making the schools do their proper work, and this can best be done by means of the examinations to be passed at proper points in the course, which should be therefore prescribed by the Governors subject to such consent from superior authority as may be deemed necessary to the harmonious working of the whole body of schools.

Boys to quit school at 14.

A boy of 14 ought to be required to quit a school of this grade at the end of the current half year. A rule of this sort is necessary, to prevent successful schools of this grade from encroaching on the work of the schools of the grade above, and slipping into their places. For it is the tendency of all schools to endeavour to retain good scholars as long as they can; and in this very way the public schools have, within the last forty years, pushed the age of going to the University fully two years

later than it was. And if the master can retain his good scholars beyond the age, as a matter of course to them he will give his chief attention. It is obvious that the result of allowing schools of the third grade to turn themselves in this way into schools of the second would be to bring back again the present deficiency. Nor is this requirement anything new or untried. Many of the old foundations prescribe the time at which a boy must quit the schools, and the rule is still observed. A similar rule is enforced at Christ's Hospital. The foreign schools obtain the same end by fixing a definite course of instruction for each successive year of age, and requiring the boys to quit when the course comes to an end. But it would be more in accordance with English methods to fix the age directly, and permit greater freedom in the course of instruction.

Exhibitions for boys who require a longer education.

Of course there will be boys in these schools, who though originally intended to finish their education at 14, have their destination afterwards changed, and wish to continue their education longer. But it will be no hardship to require such boys to proceed to a school of the second grade for the purpose, provided that in all proper cases such boys are enabled by exhibitions or similar assistance to go to a school of that grade without increase of expense.

Such schools might be attached to schools now under inspection.

It might often be desirable to attach the schools of the third grade to the present elementary schools, which are subject to the inspection of the Committee of Council. The Committee already distinguish, in making their grants, between those children who appear to them properly to come within the operation of the parliamentary grant, and those who do not. Thus the principle is already admitted, that in these elementary schools children of parents capable of paying the full price of education may be taught with the others. It would therefore be possible to treat the present elementary schools as the lower division of schools of the third grade, and on the one hand, to make a full charge to those who are not recognised by the Committee of Council, on the other hand, to admit to the upper division without increase of fee children of labourers who could pass the prescribed examination, and who seemed to deserve a longer and better education.

Provided the parents were willing;

Such an arrangement as this would obviate not a few difficulties in the establishment of schools in the rural districts where population is comparatively thin. But on the other hand, it would be highly inexpedient to make an arrangement of this sort without the full concurrence of the parents on the spot. And it would certainly require very careful management when made. For much of our evidence tends to show that social

distinctions in education cannot at present be altogether ignored. The education of the gentry has gradually separated itself from that of the class next below them, and it is but natural that this class in their turn should be unwilling to be confounded with the labourers whom they employ. It would be better that such distinctions, as far as education is concerned, at any rate in day schools, should disappear; but an attempt to obliterate them by superior authority might both do mischief and fail of its object.

Or, if not, might next be brought into relation with such.

Sometimes where it did not appear possible or expedient to unite an elementary school under the Committee of Council with one of the kind that we are describing, it might still be wise, and not equally difficult, to bring them into relations with each other similar to those which are established between the graded schools in New England. The two might work in harmony, though in different buildings, and under different management. But arrangements might be made for promoting the most promising boys of the elementary school to the third grade school without increase of charge to their parents. And sometimes a third grade school might in this way be fed by several elementary schools. Both kinds of schools would gain by this. The prospect of such a promotion would stimulate the boys in the lower school. And the third grade school would be perpetually supplied with picked scholars.

Cost of this education, given the buildings and apparatus.

Supposing that the schools are erected, kept in repair, warmed, and supplied with all needful apparatus from endowments, or some public sources, we estimate the cost of thoroughly efficient teaching at an average of 4*l.* a year. Teaching of an inferior kind may, no doubt, be got for less; but not such teaching as can be pronounced fully equal to the need. This we have reason to believe the parents would not be unwilling to give, at any rate in many parts of England, if they were thoroughly satisfied with what they got in return. In some cases a judicious use of endowments or of other funds under public control might relieve some of the parents of a part of this burden. To relieve them of it altogether would, according to almost unanimous testimony, be unwise.

2. *Schools of the Second Grade.*

Schools of second grade.

The general character of the instruction to be given in schools of the second grade is determined by the fact that it is to cease at about 16. After that the boys are not supposed to go to the universities, but either to employments or to special preparation for employments. These schools would prepare youths for business, for several professions, for manufactures, for the army,

for many departments of the civil service. Many of the farmers, many of the richer shopkeepers, many professional men, all but the wealthier gentry, would probably wish to have their sons educated in schools of this sort, if the education were thoroughly good of its kind.

No Greek.

We have already expressed our opinion that in such schools Greek should not be included, except as an extra and under special regulations. The shortness of the education would not allow such a knowledge of Greek to be acquired as could introduce the learner to Greek literature, and the time would be wanted for other subjects. But Latin would be a necessity in all but a very few of these schools, since most of the occupations presuppose it in some degree, and many of the examinations prescribe it. To Latin one modern language ought to be added and thoroughly well taught; and in some of the schools two modern languages, according to the general character of the place and the usual destination of the scholars. English literature and the elements of political economy should not be neglected. The mathematics in these schools ought to be at once strictly scientific and yet of a practical cast; not aiming at subtle refinements, but at practical applications. It would be by no means expedient that mere rough and empirical methods should be substituted for strict mathematical reasoning; but the minds of the learners should be perpetually brought back to concrete examples instead of being perpetually exercised in abstractions. It would be possible to put algebra, geometry, and trigonometry within the reach of many of the boys, and to go even further with a few. Lastly, these are especially the schools in which it would often be worth while to lay great stress on practical mechanics and other branches of natural science. Many of these schools would correspond to the *Realschulen* of Prussia, to the schools of industry of Zurich. In them would be educated many of the employers of skilled labour, to whom a knowledge of such science would be of the highest value. The *élite* also of the boys in the third grade schools would be often transferred here to be our accomplished workmen, our highest and most skilful artizans.

But Latin and modern subjects.

The organization of these schools should be similar to that of the schools below. There would be two divisions, a higher and a lower. The lower division should receive boys at 7 or 8, and keep them till 12 or 13. In the lower division of the third grade schools it would hardly seem possible, at least for a long time to come, to require the boys to pass any entrance examination; but in schools of the second grade even boys who enter the lower division ought to be able to spell and read easy English, to know the multiplication table, and to write large hand. At the top of

Examination at entering the lower division.

the lower division the boys should pass an examination of the same kind as that required at the top of the lower division in third grade schools. But though it would not, perhaps, be possible to require a higher standard, it might be possible to require a wider one. For instance, Mr. Fearon recommends that the modern languages in these schools should begin early; and if the governors thought fit to make the elements of French a part of the examination at the top of this lower division, it probably would not be difficult to secure it. This, however, should only be allowed on condition of thorough proficiency in the elementary subjects, especially in arithmetic, for ignorance of which nothing can make up.

Examination at entering the higher division.

The upper division would receive the boys who had passed the final examination in the lower division, and would keep them till 16. The subjects of examination at the head of this upper division would be prescribed by the Governors according to the peculiar kind of school they wanted; and some latitude should be allowed them in their choice of subjects. In some schools, for instance, there would be two modern languages taught, and very little natural science; in others natural science would be the preponderating subject. The Governors would be guided chiefly by the requirements of the parents for whose children the school was intended, but partly also by the advice of the schoolmasters, who might be able to produce much more effect by one subject than by another. But in all these schools it should be an absolute rule that the elementary subjects should be kept up; for the loss of these nothing can really compensate. English, for instance, should be carefully cultivated to the very last, and no boy should pass through a school of this kind without having acquired a good knowledge of a few of the best English authors. Arithmetic should never be dropped. The aim should be to reconcile the cultivation of the faculties with the requirements needed for business and for professions.

Examination at the head of the higher division.

Latitude to be allowed.

Subject to the duty of preparing the boys for the examinations at the close of each division, the masters would be free in their choice of methods, of text books, and even of subjects of instruction. The governors should prescribe the results to be aimed at, but it would be better to leave the processes absolutely to the schoolmasters. Even if some advantages might be gained by laying down an exact programme of studies by which the masters of a school shall be bound, as is done in Prussia, and still more rigidly in France, it is so alien to English habits that we can hardly doubt that it would injure the schools rather than aid them, fetter the schoolmasters rather than guide them.

Governors to prescribe results; masters to choose methods.

The fees in day schools of this grade might vary from 6*l.* to 12*l.*; but boarding schools of the same sort would be required also, and

Fees in these schools.

the fees for boarders, including education, need not, in our judgment, rise above from 30*l.* to 40*l.*

3. *Schools of the First Grade.*

Schools of the first grade.

Most of the schools of the first grade would make it their chief aim to prepare for the Universities. Not that all their scholars, nor perhaps in most cases more than a fourth or a fifth, would go to a University, but, as a rule, those who went would be the ablest and the most advanced; and their education would almost of necessity govern that of the rest. It is not therefore possible to prescribe a course of instruction for these schools without reference to what the Universities require. The schools would therefore be generally classical schools. But besides the classics it would now be generally admitted that English literature and the elements of political economy, modern languages, mathematics, and natural science ought to find a place in such schools as these, and that even if they be considered subordinate subjects they should be made a serious part of the business of the school; the masters who taught them should be put on a perfect footing of equality with the other masters; the time allotted to them should prove that they were valued; the marks assigned to them in promotions, the prizes given for proficiency in them, the care taken in examining the boys' progress, should be such as to stimulate the learners and prevent all suspicion, that, while classics were a reality, all other studies were a mere concession to popular clamour.

Subjects of instruction.

Examination for entrance into lower division.

The lower division of these schools would admit boys at about 8 on their passing an easy English examination, and keep them till between 13 and 14. Then an examination would test the work of this division, and the boys who passed it would be admitted into the upper division to remain till about 18 or 19. The higher classes of the upper division would be subject to a regular examination in the same way. The examination between the two divisions might be somewhat freer and wider than was permitted in schools of the grades below. But still it would be necessary to insist that elementary subjects, and especially arithmetic, should have been thoroughly well taught. There can be little doubt that the inefficient teaching of arithmetic to little boys is at present a great obstacle to good instruction in mathematics and natural science in all our schools.[1] And it is the more necessary to insist on the elementary subjects at the threshold of the upper division of these schools than at the same point in

Examination for entrance into higher division.

[1] See Report on the best means for promoting Scientific Education in Schools, presented to the General Committee of the British Association, vol. ii. p. 219.

schools of the other two grades, because in the schools of the first grade it is more than anywhere else impossible to make good at a later stage any early deficiency in grounding.

Fees in these schools.

The fees in day schools of this grade might vary from 12 guineas to 25 ; but the fees of boarding schools could not perhaps be brought much, if at all, below 60*l.*, and might vary upwards from that sum.

Semi-classical schools of the first grade.

While most of these schools would be classical and would teach both Latin and Greek, it seems to be required that there should be some in which Greek was not taught, but either more modern languages or more mathematics or more natural science in its place. Such semi-classical schools would then answer to the highest of the Prussian *Realschulen*. In them it would be possible to carry what are usually the subordinate subjects to such a point as to give them a high educational value over and above the value of the information contained in them. It is not impossible that in course of time some of them might rise to great importance and take rank with the present leading schools, with Harrow or Winchester or Rugby, with Marlborough or Cheltenham or Wellington College, and eventually make the modern departments of the three latter unnecessary. Such a result would seem to be very desirable: it would certainly meet a very strong wish in the minds of many parents even among the wealthiest classes, and would solve the problem how far culture can be carried without any knowledge of Greek. That such culture would be inferior on one side would be obvious. Greek literature is too noble in itself, and has penetrated all modern literature too deeply for its absence not to be felt if it be omitted. But greater proficiency in other studies, such as a wider knowledge of the literature of Europe, or of natural sciences, might be a considerable compensation in many cases, and perhaps more than a compensation in a few.

Will need adaptation to the requirements of the Universities.

But the experiment cannot be tried with much real hope of success, unless provision be made that boys should be able to proceed from these schools to the Universities, if their parents should desire them to do so. Few, if any, boys would be sent to these semi-classical schools with the intention of going to a University afterwards ; but it would often happen that a parent would change his mind, and though he had not before intended it, would wish to put his son into some profession for which a University degree was desirable. A school in which such a change of purpose was impossible would be at a very serious disadvantage, and in all probability would always stand at a lower social level in public estimation than the classical schools. As long, therefore, as the Universities require some knowledge of

Greek as essential, it will be necessary to provide, that though Greek shall not be a part of the regular course in semi-classical schools, it may be learnt as an extra by those boys whose parents desire it.

Co-operation of the Universities very important.

The education given in schools of the First Grade marks the limit of our province. It is not our duty to discuss what should be the studies or the regulations of the Universities; but we think it our duty at this point to remark, that the organization of the education given in schools can never be complete, unless the Universities co-operate to make it so, by giving encouragement in due measure to every kind of study which the country needs. If any studies get no recognition at the Universities, or if no room is made for them, it is impossible for those studies to flourish in the schools. If science has an unpractical character at the Universities, it will be very difficult for the schools to give it a practical turn. If the Universities cut themselves off from the needs of the country, they make it much more difficult for the schools to supply those needs. We cannot but consider it the duty of the Universities, placed as they are at the head of English education, to study carefully the requirements of the country, and to take their part in supplying them.

4. *Preparatory Schools.*

Preparatory schools; what they are.

In all the three grades of schools that we have described, we have considered it necessary to lay the greatest stress on the importance of securing the thorough teaching of the elementary subjects. We are convinced that so far from injuring the more advanced instruction, nothing will be found a greater help to progress afterwards than a mastery of that kind of knowledge which is within the grasp of the younger children. To hurry on too fast, partly in the hope of giving the learners the interest of perpetual novelty, partly in the belief that boys can learn more rapidly than they really can, partly to escape the drudgery of frequent repetition, is, we fear, a very common fault, and yet a very serious one. It works a double mischief. In the first place, it makes a boy less fit to grapple with the difficulties that he meets with afterwards. But in the second place, the elementary subjects are above all others those which are most useful in the occupations of life and most indispensable in the estimation of the parents. A boy who has not been well grounded in arithmetic in the very beginning of his education, is assuredly less fitted to learn either mathematics or natural science afterwards; there is strong reason for thinking that, since his intelligence has not been so thoroughly cultivated as it should have been, he is less fitted to learn grammar or language. But he is besides this

less fitted for almost every occupation in which he can possibly be employed, and the parents have a just right to complain that he has not been rightly prepared for his duties in life.

May be lower divisions of the schools.

In order, therefore, to secure that the elementary subjects shall be taught as thoroughly as is required, we have suggested that each of the three grades of schools shall be divided into two divisions, an upper and a lower, and that the examination at the top of the lower division shall give such a prominence to the elementary subjects as to concentrate the attention of the teachers upon them, and compel everything else to be held subordinate till these have been first mastered. Such an organization leaves the teachers free in their choice of methods and processes, but precisely defines their aim.

But may be separate.

But it is obvious, that it is by no means necessary, that the upper and lower divisions that we have described should always be united in the same school. It would be quite possible to make the lower division in each case quite distinct from the upper, put it under different governors, in different buildings with different teachers. Such a lower division is what is commonly called a Preparatory School.

Usually separate if they prepare for schools of the first grade.

It is already common to send boys to such preparatory schools before sending them to schools of the first grade. It was once the practice to send boys to the great schools as early as seven or eight, and allow them to remain steadily working their way through the forms till their school life was completed. In those days the lowest form in a public school was usually the first, instead of, as now, the third, or even the fourth. No marked difference was made in the modes of instruction employed for teaching boys of seven and boys of seventeen. They began with their Latin grammar and Latin Delectus, and, except that of necessity they had to attend the teaching of the writing master, they did little else till they were old enough to add Greek to their Latin.

But it has now become a very common practice not to send boys to such a school as Harrow or Rugby till 13 or 14, and to have them prepared at a preparatory school with boys of their own age. These preparatory schools are mostly, but not always, private schools. They necessarily arrange their curriculum in each case to meet the demands of the larger schools to which the boys are afterwards to go. If the larger schools demand anything more than Latin—if they demand French, English, arithmetic, geography—the preparatory schools are compelled to teach these subjects, or they soon lose their scholars. They are not lower departments of the larger schools, for they are quite independent, and they are in no way bound to prepare boys for one school rather than for another; and in many cases one prepara-

tory school will prepare boys for several public schools, just as one public school receives boys from several preparatory schools. Nevertheless, it is plain that they correspond in the work that they have to do with the lower divisions that we have above described of the schools of the first grade.

It is an important question whether the lower divisions of the schools of each grade should be attached to the upper divisions, or should be separate and independent. And it will also probably make our suggestions clearer, if we here point out what are the advantages and disadvantages of each arrangement.

Preparatory schools for schools of the third grade do not differ much from national schools.

In the schools of the third grade it is obvious that the lower divisions do not differ from good national schools, except in as far as a higher school fee may secure schoolmasters either of a higher social rank or of greater professional skill, and may at the same time tend to confine the school to the children of those who can afford to pay what is beyond the power of manual labourers. There can be no doubt that for both these reasons such lower divisions of third grade schools, distinct from the ordinary national schools, will be demanded, and, so far as the parents are willing to bear the burden, will be provided. It does not seem likely that the parents will be content in all cases with the national schools, even if the national schools are quite capable of doing the work required. It is reported that in many schools the schoolmasters who hold the certificates of the Committee of Council are not successful because they are of a [1]lower social rank, and are not felt by the parents to be the equals of the children whom they have to teach; and it is well known that not only do the parents often dislike their children to be taught by men whom they do not consider their equals, but still more do they dislike them to associate with other children to whom the same objection applies. If it were not for this we might, perhaps, consider the national schools as already supplying the lower divisions of the third grade schools; and even as it is we have already expressed a hope that in many cases the national schools may hold this place.

But should usually be a part of the third grade schools for which they prepare.

But wherever this is not expedient, it seems on the whole best that the lower and upper divsions of a third grade school should be united in one institution. There is of course greater freedom, if the two divisions are made quite independent of each other. But on the other hand the lower division will probably be the better taught the more precisely its aim is defined, and nothing will define that aim so well as being required to prepare boys for an upper division of the same school. To this must be added that while there is something invidious in a distinct elementary school for those who are very nearly of the same social

[1] Fearon, p. 366.

standing, but can afford to pay a little more, that invidiousness is much diminished if the elementary school is visibly a part of a larger institution, the whole purpose of which is to give something more than elementary instruction. Nor is it impossible to combine a good deal of freedom in teaching and in management with the provision of both lower and upper divisions in the same school. Boys in the lower division might be allowed to quit it, not merely for the upper division of their own school, but for the upper division of any other third grade school within their reach that would receive them; and on the other hand the upper division might admit boys that passed the requisite examination, not only after they had passed through its own lower division, but also if they had been prepared anywhere else.

For these reasons we are not of opinion that separate preparatory schools of the third grade would be needed.

Preparatory schools of the second grade better separate.

The case of schools of the second grade is not quite the same. For in these schools, in which boys are to remain till 16, the difference in methods, both of teaching and of government, required for younger and for elder boys begins to become of considerable importance. Little boys require a good deal of explanation and of oral instruction. They must be taught how to learn. They require frequent assistance in almost every lesson. They can learn lessons by heart without aid; but this is almost the only kind of lesson in which they will not want aid incessantly. They require to be helped over difficulties which the elder boys may be left to face for themselves. Their lessons must be short and, if possible, perpetually varied. They soon flag if their attention is required to be given for a long time to the same subject. They require a good deal of supervision. In all these respects they differ very markedly from the elder boys. After 13 or 14 a boy is the better for being compelled to depend much more on himself. He must learn to persevere with a difficult task till he has solved the difficulty. He must learn to learn without aid. He must be trusted out of sight, and must learn to prove that he deserves trust. His lessons must be longer, and he must learn to persevere with the same kind of work till it has made a definite impression on his mind, and not be eager to hasten from novelty to novelty.

Different system required for younger and for elder boys.

It is obvious that in these respects the teaching of younger and older boys will be conducted by different rules; but it is not at all easy to have two different sets of rules in the same school. The younger boys, who would submit to needful rules if in a school by themselves, are not equally willing to be treated differently from those who are but a little older than themselves in the same school. They fret for the liberty of their seniors

before they are fit for it. And rules which would give them no annoyance, if they were not living with others that were not subject to the same, are felt as a burden, and perpetually tempt them to disobedience.

The force of these remarks is not so great when applied to schools of the second grade as when applied to schools of the first grade. But they are enough to make it expedient not to discourage the establishment of preparatory schools even of the second grade. There are certainly various reasons why the lower divisions of schools of this grade should not be separate. In many cases it would be more economical to make the two divisions parts of the same institution; the amount of building would possibly be less if the two divisions were united than if they were quite independent of each other; still more likely is it that the staff of teachers would be less, since, unless the divisions were both very large, the same teachers might be employed in both divisions. But where the numbers are sufficient to justify an entirely separate lower division, whether under the same or under different management, it is probably the better arrangement.

Preparatory schools of the first grade should always be separate.

It is evident that this conclusion is still more certain in the case of schools of the first grade. It is exceedingly difficult to combine under one system the rules that are good for boys of 10 or 11 with those that are good for boys of 17 or 18. The whole cast of the management is so different in the two cases that the combination cannot but produce incessant friction. The lower and the upper divisions of a first grade school ought, if possible, to be quite apart, with different buildings, playground, rules, and officers. We shall see in our next chapter that in some instances endowed grammar schools have become preparatory schools of this sort. It is a question with which we are not at present concerned, but which we shall then discuss, whether such a use of endowments can be considered legitimate. But we have no doubt that the establishment of such schools, if not from endowments or similar public resources then from private enterprise, is right and necessary.

5. *Exhibitions.*

Grammar schools formerly supplied meritorious boys with the means of rising.

One great service, which till a very late period was rendered to this country by the grammar schools, was that so many boys of more than ordinary capacity found in them, what they could hardly have found elsewhere, the means of rising to eminence in all professions, and especially in literature. Our history is full of names of men who have risen by their learning, and not a few from comparative obscurity. And in a great majority of

cases these men obtained their early education in the first instance from the nearest country grammar school, and sometimes not only their early education, but exhibitions to enable them to complete that education at the Universities. There are indeed few schools which cannot point to at least one such hero in their past history, and many schools can mention more than one. The genius that would otherwise never have been known either to himself or others, has proved his powers in the country grammar school in competition with his neighbours, has attracted the notice of an intelligent master, has been encouraged to devote himself to learning, and has finally left his mark on the world just as at first he did among his schoolfellows.

That they should do this was the intention of the founders.

This service was, perhaps more certainly than anything else which the grammar school can now do, a main object of the founders. To say that they intended to teach Latin and Greek to no more than the few who now desire to learn it, or to say that they intended to teach something useful to the mass of the population who are now within reach of their schools, is rather to distort than to represent their original purpose. But that they intended boys of more than average ability to find in these schools the means of a first-rate education, which would qualify them afterwards for useful service to the Church and State, can hardly admit of any doubt at all.

The value of the service, and the certainty that it was within the meaning of the founders, would be very strong arguments for leaving the grammar schools alone, if they still continued to do what they did even till the beginning of the present century. But this excellent work, which they have done so long, they have at last ceased to do.

This they have now ceased to do.

The fact is that they could do this work only so long as education was comparatively simple and uniform, and all classes could be educated together. While the upper classes were content with such classical teaching as the nearest grammar school followed by the University could give, and the middle classes, if they did not want so much classics, still were content with the same teaching continued for a shorter period, the schools could be sustained with vigour, and any genius that appeared found a fit soil and a congenial atmosphere for his growth. But education has become varied and complex. The different classes of society, the different occupations of life, require different kinds of teaching. Many who once would have been content with next to no education at all, now, not only require education, but require an education suited to their special needs, and will not accept that which was before provided for everybody. The upper classes have found the advantages of

large schools and free intercourse between many boys, and will not allow their children to grow up with no school companions but their immediate neighbours, but send them off where they will see a wider range of character and enter at once on a larger world. Many in the middle classes are not content with Latin and Greek when Latin and Greek no longer means association with the sons of the gentry. The grammar schools either sink from one rank to another till they descend below even the national schools, or else they maintain their classical teaching and lose their scholars. The result is that a boy of superior ability who may live in the neighbourhood of an old grammar school cannot now find there what he wants to give him an opening; he may possibly, though not so often as before, find a good master, but he cannot find what is of no less importance, good schoolfellows. For it must be remembered that even a good master is utterly unable to make a really good school unless he has a tolerable number of scholars. If there be not enough scholars to render the school-work important in the eyes of both master and boys, the teaching will generally be feeble, the lessons spiritless, and the school of little use. In most cases moreover a good schoolmaster cannot be procured, if there is no prospect of a supply of scholars.

And it is no longer possible to revert to it.

It is useless to endeavour to restore what is plainly past. It must be confessed—in confessing it we are but recording a plain fact—that it is no longer possible to keep all education in one groove, and by giving precisely the same education to all classes to make it easy for talent in every class to rise to its natural level. The continental nations have already acknowledged this fact. Switzerland offers to a father five different kinds of schools to which he may send his children, but makes no provision for an easy passage from one to another. Prussia offers a choice of two, but with the same absence of any link between them. In both these countries, if a boy enters the commercial he rapidly unfits himself for the classical school, and *vice versâ*. France has not made her primary schools a preparation for the *Lycée*, and within the *Lycée* itself has hitherto offered a choice of departments, and is now about to offer a choice of schools. Everywhere it is acknowledged that the problem of education is no longer simple, but that different solutions will be required in different circumstances. It will be seen that we also propose to accept the distinction that we already find, and to classify schools side by side, so that a parent, according to the destination for which he intends his son, may place him from the first in a school of the third grade, or of the second, or of the first. The three grades do not lead one into the

Different kinds of education required.

other, but stand side by side, starting it may be said from the same point, but leading to different ends.

And therefore different grades of schools.

The different kinds of education now demanded have made this division a necessity. If a boy is to leave school at 14, it is not the best thing for him to have a fraction of the education which would suit boys who could stay at school till 18. He needs to have something complete in itself as far as it goes. He needs before he leaves school to be practised in writing a plain well expressed letter, to be made perfect master of commercial arithmetic, to have a firm grasp of some branch of natural science, to understand the elements of political economy, and he would be much the better if he could read a French letter or newspaper. Some of these things might well wait if he were going to stay much longer; as it is he wants to carry them with him, and they cannot wait. On the contrary, a boy who is going to stay till 18 may well let these things wait, if it be convenient that they should wait; it may, for instance, be better that he should read much more English before he is practised in writing it, that he should spend much more time on Latin and soon after begin Greek, that he should let natural science occupy less of his time since he can keep up the study so much longer.

Link between the grades required.

But we cannot think it well that the old glory of the grammar schools should be entirely lost, and that it should be henceforth impossible for ability to find aids to enable it to achieve distinction. Nor do we think it a necessary consequence of what we have proposed.

The schools of the third grade are not, and are not intended to be, preparatory to schools of the second; nor schools of the second to schools of the first. But provided only there be still maintained some one leading study as a link between the three, we still think it quite possible and even easy to arrange that real ability shall find its proper opening.

Latin may supply this link in most cases.

It is for this reason among others, that in all these schools we have suggested, that Latin should generally hold a leading place. Even in schools of the third grade, where it would be impossible to make Latin the chief study, the elements of the language might receive sufficient attention to give the clever scholars a firm hold on it. These schools would keep the boys till 14, but of course boys of exceptional talent would often be near the head of such schools two or three years sooner, and by the time they were 13, and therefore of an age to enter an open competition, would have learnt a good deal more than boys who had only just reached the same class. Such boys picked out from the rest and sent to schools either of the first grade or of the second, according to the talent that they showed and the

professions for which they were destined, would not be long at any disadvantage in the classes of the school to which they were thus promoted. It is true that before that age boys in classical schools have usually begun Greek, and if the selected boys were of only average ability this would be a serious disadvantage to those who began that language so much later; but boys who have a natural aptitude at language very rapidly make up for such differences as these. We believe that clever boys, thoroughly well instructed in the elementary subjects, with their minds well opened already by studies adapted to their capacity, fired by the natural ambition consequent on their own success, would be found quite capable of making up, perhaps of more than making up, for the disadvantage of changing from one system to another.

Coupled with exhibitions from school to school.

It is plain that to pay for this passage from schools of a lower grade to those of a higher, the boys would usually need assistance. This assistance could best be given in the shape of exhibitions, and as far as possible the endowments might be employed with advantage to provide the funds. Several of our witnesses spoke with great emphasis in favour of this proposal. [1] Lord Harrowby pointed out that exhibitions or scholarships would be the proper mode of providing for the exceptional boys who now and then come up to the surface above their fellows in a small town. Mr. [2] Evans laid before us a scheme for making the best use of endowments, a leading feature of which was a provision for creating exhibitions to take boys from lower to higher schools. A recommendation nearly to the same purpose was advocated by Mr. [3] Lingen, Dr. [4] Bruce, Mr. [5] Short, Mr. [6] Griffith, and several others. The [7] Bishop of Bath and Wells stated that in his diocese there were many small endowments which would be most usefully employed if converted into exhibitions. Mr. [8] Adderley took the same view. Mr. [9] Miall, Mr. John Stuart Mill, Professor Rogers, and Mr. Twisleton all concurred in speaking of the founding of exhibitions as a wise use of the endowments. With these views we entirely agree, and we are of opinion that exhibitions should be provided, open to merit and to merit only, and, if possible, under such regulations as to make it tolerably certain, that talent, wherever it was, would be discovered and cherished and enabled to obtain whatever cultivation it required. These exhibitions would then do that work which the grammar schools once did and can now do no longer, and in our judgment there is no use to which endowments can be put more in accordance with the interests of the country and the original intentions of the founders.

[1] 14,113. [2] 5925. [3] 13,107. [4] 16,355. [5] 4179. [6] 16,581. [7] 7143.
[8] Answers to circular, vol. ii. p. 5. [9] Ibid. pp. 60, 62, 70, 77.

6. *Ratio which the demand for Secondary Education bears to the population.*

It is difficult to ascertain with precision the extent of the demand for education of all the grades, viewed collectively as a whole throughout England and Wales. It is still more difficult to obtain data for an estimate of the proportionate demand in particular places for each grade separately. We have endeavoured to collect some data which may serve for an approximate estimate on both points, and may indicate the course into which further inquiry in each locality may with advantage be directed.

We will here only briefly indicate the result of the several estimates which we have obtained, and the practical conclusion which we think may be drawn from the facts before us.

Dr. Farr's estimate for England and Wales.

Dr. Farr, of the Registrar General's Department, furnished us with a calculation of the number of boys in the upper and middle classes of society at different ages. The calculation is based on the number of 20*l.* houses and of marriages by licence.

The result is an estimate that the number of boys belonging to the upper and middle classes of the age of 8 years and under 16 is 260,712 or 12·55 per thousand; of the age of 8 years and under 15 is 230,051 or 11·07 per thousand.

Dr. Farr takes as the basis of his ratio the total population for the year 1864 at 20,772,308.

This estimate, supposing it to be nearly correct for the whole of England and Wales, has to be considerably modified in its application to the rural and urban populations respectively, and, under each of those heads, to the habits of the population of particular districts.

The educational demands of rural districts must be affected by the size of farms, which vary from over 2,000 acres to much less than 100 acres; the demands of the urban population vary in towns of different sizes, and also according as commerce, manufactures, or retail trade prevail.

School statistics of places in Devonshire.

One of our own body endeavoured to obtain an exhaustive statement of the number of boys at schools of different kinds in Exeter, and of the number of boys in two agricultural parishes in Devonshire.[1] The number of boys belonging to resident families at Exeter in local schools above the elementary appeared to be at the rate of 16 per thousand, and the proportion of the several grades as follows:—For the lowest grade half of the whole or not less than 8 per thousand; for the [2] middle and

[1] The details are given in a paper printed in Appendix II.

[2] The total number of boys *actually in schools* of the two higher grades in Prussia is, as we have seen, about 4 per thousand.

higher grades either 5 per thousand and 3 per thousand or 6 per thousand and 2 per thousand respectively, according as the first grade is limited or not limited by the prevalence of classics in the curriculum.

Facts collected by Assistant Commissioners.

Several of our Assistant Commissioners in the course of their local inquiries paid considerable attention to this statistical point. The information they collected will be found in their reports.[1]

Statistics of places in Suffolk.

A detailed examination of the question is contained in a paper specially prepared by our Assistant Commissioner and registrar, Mr. D. C. Richmond.[2] He made an investigation which he believes to have been almost, if not quite, exhaustive in two towns, Woodbridge, population 4,513, and Bury St. Edmunds, population 13,318, and in two large villages, Kimbolton and Stradbroke. He found the proportion of boys between the average limits of 8 and 15 years, in attendance at secondary schools, to range from 16 to 20 per thousand of the population of the towns. In the villages (in which a lower limit of school age prevails, namely from 8 to 14), his estimate is about 11 per thousand.

Mr. Richmond's general calculations on these statistics.

Mr. Richmond has compared the information which he has obtained with the lists of residents in these places given in the County Directories, and has thence obtained an approximate calculation of the number of boys requiring secondary education in the three counties of Cambridge, Huntingdon, and Suffolk. The result is that 12·28 per thousand represents the proportion of upper and middle class schoolboys in these three counties, an estimate which does not differ materially from that given by Dr. Farr for all England. An examination of other estimates shows that this method of calculation based upon the Directories may be trusted in other parts of the country also. If we assume that the ratio of 12·28 per thousand holds good for England generally, we obtain a total of about 255,000 boys as the number within the immediate scope of our inquiry.

Demand for education affected by its quality and social circumstances.

The demands of parents in different places are manifestly affected by the opportunities for education placed within their reach. Education is eagerly sought and its cost is willingly paid in some places where it is offered in full efficiency and under circumstances favourable to its acceptance; while in other places education unsuited to the demand, although offered for nominal fees, or even gratuitously, is depreciated in value, and neglected.

Our general conclusions

On the whole we are disposed to think that without attempting any complete statistical accuracy we may draw for practical

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[1] Green, pp. 110, 252; Wright, p. 662; Fitch, p. 333.

[2] See Mr. Richmond's paper printed in Appendix II.

purposes the following conclusions, which we advisedly give only in round numbers :— as to the demand.

1. That in order to bring the best secondary education within the reach of parents, there should be provision ultimately in *towns* for not less than 16 boys per thousand of population.

2. That in every *town* large enough to maintain a day school, it is desirable that there should be at once provision for 10 boys per thousand of population, with a power of extension.

3. We think also that of the whole presumed demand one-half at least should be assigned to the requirements of scholars of the third grade.

CHAPTER II.

PRESENT STATE OF SCHOOLS FOR SECONDARY EDUCATION.

Supply and Deficiency of Schools of different Kinds.

I. Elements of which education consists.

In discussing the present condition of secondary education it is important to bear in mind that all education depends in the main on two elements, the direct instruction given and received and the indirect influences under which a child is placed while receiving it. The first is most prominent during school hours and the time actually spent in preparing for school. The second is powerful though somewhat latent in school, and is almost alone powerful out of it. The lessons a boy actually learns, the knowledge given him by his teacher or schoolfellows, the gradual development of his intellect, are parts of school life, which are within the immediate circle of a school's purposes and management; they are reducible to rule and method, and the success or failure of the rules or methods is ascertainable by direct examination, within fairly sufficient limits. But the impalpable constant influence of a master's justice, ability, and earnestness, or of his feebleness and carelessness; the sense of order and purpose, or of disorder and helplessness throughout the daily life, the conflict in temper and ability with schoolfellows, the presence of numbers of boys, all of whom are constantly examples or warnings, the whole tone and moral atmosphere of both school and home, are no less powerful causes in determining for good or for evil the present exertions and the future conduct of the schoolboy. The intellectual training and some of the moral training are or may be alike, whether the boy be a boarder or a day scholar; but the boarder is entirely subject to the school influences, and is much more powerfully affected by his fellows; the day scholar passes, when he leaves the school-room, to a totally different scene, and the ties which bind him to his comrades are much slighter in themselves, and are liable to be perpetually weakened by the counter-attractions of family or neighbours.

They vary in different classes of schools.

Speaking generally it may be said that direct teaching and learning are the primary object for which schools are established, and that the indirect influences are the necessary concomitants of the means by which the teaching is given. But the im-

portance of the latter is so great that they often form the main consideration of both parent and schoolmaster. They vary greatly in different schools; and they vary, or are considered likely to vary, much in private schools compared with public schools, in schools for boarders compared with those for day scholars. And these differences have great weight in determining the preference, which some persons have for one class of school and some for others. The kind of instruction given, attachment to the Church or otherwise, the social rank of the pupils or of the master, the cost of the instruction or of the boarding, the quality of the food, the healthiness or favourable situation of the place, the methods of punishment, the length and frequency of vacations, the chance of obtaining exhibitions, all are matters on which many schools claim some distinctive merit, and for which parents are disposed to select one school rather than another. It is not at all desirable, even if it were possible, to have all schools moulded on one type; each type has its own special advantages and disadvantages; and any attempt at securing the same subjects to be taught, the same method of organization to be followed, the same discipline to be adopted, would fail in securing either the immediate object of uniformity or the ultimate object of the highest improvement of education.

II. General account of supply and deficiency of schools.

But the information which we have collected shows plainly that the variety at present existing is accidental and arbitrary. The three grades of education (above the primary) determined by the age at which boys are removed from school, at 18, at 16, at 14, correspond roughly to different classes of society and to different courses of study. If it is desirable that parents who purpose to obtain for their sons an education of any of these grades should be able with facility to select a public or a private school, a boarding or a day school, according to their sense of the superior advantages of each, this desire in a large number of cases cannot, as things are, be gratified.

1. Private schools.

Of private schools only is there a large supply in point of number, but their distribution is irregular.

2. Public schools. Insufficient supply (*a.*) of different grades; as boarding schools;

Of public boarding schools there is a large supply for those boys who are intended to stay until 18 years of age. There is a smaller supply for the second grade, this supply consisting of the recently established County schools and a considerable number of grammar and proprietary schools. For the third grade the Shoreham school,[1] established by Mr. Woodard, is an almost solitary

[1] Shortly to be moved to Ardingly. Even this school has 10 per cent. of its scholars above 14 years old, and thus is classed by us as a second grade school.

example. The charitable foundations, where a limited number of boys selected as objects of charity are clothed, fed, and instructed, such as Colston's and Queen Elizabeth's Hospitals at Bristol, and many others, cannot be considered as instances, for from their nature they are confined to a favoured few.

as day schools;

Public day schools exist in larger numbers, but very many of them are in a languid condition, unwilling to relinquish classics, unable to give them full play, struggling feebly to accommodate themselves to the discordant aims of the several parts of the community. And the circumstance in many cases that the school is bound to give a gratuitous, or mainly gratuitous, education, makes it merely a successful rival to the national school in point of attraction, and a most unsatisfactory substitute in point of quality. Those who wish for a better education, or for school companions of a higher social level, may be quite willing to pay for it, but they cannot get for money what they want. In at least two-thirds of the places in England named as towns in the census there is no public school at all above the primary schools, and in the remaining third the school is often insufficient in size or in quality.

(*b.*) for different social classes;

To put the same fact in another light; for the upper classes of the community there is a sufficient supply of public boarding schools, and a very small supply of public day schools; for the upper section of the middle class there is a smaller supply of public boarding schools, and a very insufficient supply of public day schools; for the lower section of the middle class and the upper section of the artisans there is almost no supply of public boarding schools, and a very poor supply of public day schools, giving an education higher than the National schools.

(*c.*) of different courses of instruction, as regards first grade;

Again, if we look to the course of instruction we must make large deductions even from this supply. Those who, wishing to keep their sons at school until the age of 18, yet desire a good education, which shall rest mainly on science, and only partially on classics, would find hardly a single public school of size and reputation to meet their wish. The military and civil department of Cheltenham college is the most prominent exception. The modern schools or departments of Marlborough, Wellington, and Clifton colleges, of Rossall school, and some others approach next. But Marlborough, Wellington, and Rossall are boarding schools only, and the modern departments are usually small in comparison with the classical, and do not receive the main stress of the attention of the authorities. This general deficiency, however, is in course of removal. Moreover, the deficiency is more an absolute deficiency than one relative to the demand. There is no great demand for education, carried up to 18 years

of age, which shall yet look away from the universities; and the universities by requiring Greek and Latin make the existence of semi-classical or non-classical education of the best kind almost impossible. What is found is due mainly to the examination for admission to Woolwich.

For boys who are intended to stay till 16 years of age there are few schools with a curriculum fully adapted to them. As regards boarding schools, some that have been recently founded, as the (so-called) County schools, and some that have been recently reorganized, have fairly suitable courses of study. But of the day schools it may be said that, with few exceptions, they become semi-classical by force of circumstances, not by choice. They omit Greek simply because boys do not stay long enough to learn it, or parents object to pay for it; but they do not teach mathematics vigorously, they teach little or no natural science, and French is weighted with an extra payment or taught in a way to give little real mental training. These subjects do not get their *full* share of the teaching and organization of the school. The desire of the master would be rather, that a few boys should stay longer and learn more Latin and some Greek, than that the mass of the boys should receive the best possible education in non-classical studies. There is seldom made an attempt of any earnestness and importance to give the education of the schools established in Germany under the name of *Realschulen.* as regards second grade;

For boys who are intended to finish their education at 14 there is very little public education excepting in the upper class of a national or British school, or in an endowed school of the same general standard, but frequently of inferior quality: so that as the middle division of the boys within the scope of this Commission have to take a fragment of a classical education, the lower division has either to take a still more imperfect fragment, or to accept of a distinctly lower curriculum than they might otherwise have found to their profit. as regards third grade.

Public schools giving a fair general education, but laying especial stress on such mechanical and physical sciences as shall best assist the scholars who are intended for manufacturing or mechanical pursuits, hardly exist. The Bristol Trades school is the most noticeable instance which has been brought before us.[1]

We have as yet said nothing of the *quality* of the education, and yet this again must occasion a further deduction from the already too scanty supply. For the supply wanted is above everything a supply of *good* schools. Whether they shall be Deficient quality.

[1] Rev. Canon Moseley, Q. 1923–2034. Stanton, p. 33.

public or private, for boarders or day scholars, large or small, nay, even what shall be the particular curriculum, is a secondary consideration. The first consideration is that the teaching shall be sound and stimulative, the discipline manly and firm. It is plain from the evidence of our witnesses, and the still more important evidence of our assistant commissioners, that the schools, whether public or private, which are thoroughly satisfactory are few in proportion to the need. Of these few there are some public and some private; but the private schools are those intended for the upper class and upper half of the middle class. Below that line there is little good education till we come to the elementary schools under Government inspection. That little, however, is in public schools.

III. Difference in constitution between private, proprietary, and endowed schools.

1. Private schools.

We have here used the term *public* schools to comprise both endowed and proprietary schools. Private schools exist on their own merits; they owe no account to any one, they are subject to no inspection or control; any man or woman may start one to-morrow if persons can be found willing to send their children to it. The profession of a private schoolmaster is absolutely unrestricted; any one entering it puts himself under no new or special liabilities; he is free to choose his own course of teaching, to take this pupil and refuse that, to retain his pupils as long as he likes, or dismiss them for what cause he likes; he can make his own charges, prepare his pupils for any examination or for none, employ any or no assistants, give as much or as little as he pleases of his own time to his work. The one practical condition of his success is his satisfying the parents of his pupils.

2. Public schools.

The positions occupied by the master of an endowed and by the master of a proprietary school, different as they are in other respects from one another, are alike in their contrast to that of a private schoolmaster. Whatever be the terms of the foundation deed, or the rules of the proprietors, the master is in either case a person selected and appointed to an office. He does not come forward relying simply on his own ability and character, but has a stamp put upon him by others; usually he is selected from a number of candidates, is appointed to execute a work with a traditional method and sphere of action, and is accountable for its satisfactory performance. He has to satisfy, not merely the parents of his pupils, but also a body of governors, the very purpose of whose creation is to secure a good school.

(*a.*) Proprietary schools.

In *proprietary* schools this is universally the case. The school may be the property of an individual or of a company; the proprietor or proprietors may carry it on from the hope of improving education, or (but this is rare, if indeed it ever exist,) as a directly commercial speculation. But in either case the

schoolmaster is selected because he is thought likely to teach well and manage well, and he is liable to dismissal, with more or fewer formalities, on his failure as a teacher or manager, or on his ill conduct as a man. The course of instruction, the class of his pupils, the charges for instruction or for board are usually prescribed to him by this superior authority, and the results of his teaching and management are usually tested by the proprietors themselves, or by examiners appointed by them. He works under a sense of direct responsibility, not to an indefinite number of individuals who may commit their children to his care, but to selected persons who are charged with a definite duty of supervision and control.

On the other hand, proprietary schools are not uncommonly private schools in this respect, that they do not admit to the benefits of the instruction any and every applicant of whatever social position he may be. It is this freedom of admission which gives endowed schools a special claim to the title of *public* schools.

(*b.*) Endowed schools.

In other respects endowed schools vary greatly, as well from proprietary schools as from one another. The interest felt by the governors or trustees, the care taken in appointing a master, the power of controlling him during his tenure of office, the ease or difficulty of removing him if he prove inefficient, are as different in different schools, as are the character and usefulness of the schools themselves. But while the proprietary school is framed to meet some felt want, and may be moulded till the want is met, the endowed school is in a large majority of cases hampered by obsolete or inflexible rules, and committed to the government of persons who are frequently unable or unwilling to give the requisite attention to its interests. If they are able and willing, they yet may have little experience and knowledge to guide them in what is often a difficult and delicate duty. The pecuniary interest which a private schoolmaster has in making his school succeed is in the proprietary school replaced, on the one hand, by the interest of the proprietors, who are promoting the education of their own children in the way they like best, or are pursuing a cherished project of philanthropy; on the other, by the desire of the schoolmaster to retain a lucrative office and maintain with dignity a prominent social position. In the endowed school there is, in very many cases, no great motive to exertion either on the part of trustees or master. The trustees are usually appointed for life, or become such *ex officio*, and have only a general sense of public duty to move them to an unattractive task; the master is often appointed for life also, and, it may be, has neither the power to adjust the rules to

the circumstances, nor the energy to work on zealously where adequate profit does not follow upon labour, nor loss upon neglect.

In what sense endowed schools are not truly public.

Of all the endowed schools in the country there is hardly one which is both entirely subject to the public voice and devoted without restriction to the public good. It cannot be too much considered how completely the aim of the founders of these schools has been not uncommonly frustrated by the want of any ready, active, and competent control, which could test the working of the charity, and, whilst abrogating, if necessary, the specific plan of the founder, carry into vigorous effect his general intentions. The State has allowed endowments to be scattered over the whole surface of England, while it has provided no better remedy for the inevitable changes wrought by time, than either an application to the Court of Chancery or Charity Commission, which are confined in their action by the law of charitable trusts, or the ponderous machinery of a special Act of Parliament. For the administration of these endowments innumerable small bodies of trustees are created and continued according to the wills of the dead, not for the limited period of an ordinary private settlement, but in perpetuity, while yet there is no public test to show them the state of the school, no recognized depositary of educational experience to consult, no legitimate authority to prevent what was meant to be a profit and a blessing from becoming incidentally, but under the circumstances inevitably, a waste or even worse.

And yet, if they do not aid, they obstruct.

It is unnecessary to repeat here the weighty statements made by many high authorities, and especially those collected by the Commissioners on Popular Education, and sanctioned to a great extent by them, viz., that "the evidence as to the present state "of the endowments" (coming within their province), "and "their present influence on education, is almost without exception "unfavourable and decidedly pointing to the necessity of remedial "measures."[1] For it is clear from the information which we have ourselves received that there are few endowments applicable to secondary education which are put to the best use, and very many which are working to little or bad use. An endowed school is not a transitory institution which is killed by its inutility; its constant influence is secured by its foundation. A school kept up otherwise than by a private individual for his own profit at once assumes a semi-public aspect; it becomes an object of general or local, not merely individual or family, concern; and it thereby is always an obstacle more or less serious to the establishment in

[1] Rep., p. 467–469.

the same place of any other school of the same class. If the school is efficiently taught, it is certain, except in very large towns, to prevent another school of the same class being established, or, if established, permanently kept up; but though efficiently taught, it may not be as well adapted to the wants of the locality, as one ruled by the desires and suited to the wants of the existing generation would be; it may be confined by law or by the hands of its legal administrators to members of the Church, or of a body of nonconformists, or to the inhabitants of a limited district. Notwithstanding such want of adaptation, or of openness, or of efficiency, it still occupies the ground, and is a perpetual discouragement to any attempt to erect another; for a change may occur to-morrow, new trustees may come in, a new master may be appointed, a new scheme may be obtained from the Court of Chancery, none of which events can be relied on to occur, and none of which have the inhabitants the power in their own hands and of their own motion to bring about. The action of the Court cannot be predicted with any certainty, except that it is most often prevented from looking simply to what will produce the best and most suitable education, and that it may be bound to disregard such an object as not within its jurisdiction.[1]

No schools in England public in the fullest sense.

There is not (with the exception of some schools for the military and naval services) a single school in England above the class of paupers over which the State actually exercises full control. A few are under the control of the municipal authorities of a borough. The rest are under private individuals or private companies, or special ecclesiastical or eleemosynary corporations, or bodies of practically irresponsible trustees. There is no public inspector to investigate the educational condition of a school by direct examination of the scholars, no public board to give advice on educational difficulties, no public rewards given directly to promote educational progress, except those distributed by the Science and Art Department, hardly a single mastership in the gift of the Crown, not a single payment from the central government to the support of a secondary school, not a single certificate of capacity for teaching given by public authority professedly to teachers in schools, above the primary schools. In any of these senses there is no public school and no public education for the middle and upper classes. If direct pecuniary assistance is not required the State offers nothing. It might give test, stimulus, advice, dignity: it withholds them all, and leaves the endowed schools to the cramping assistance of

[1] See Chap. iv. p. 453.

judicial decisions, which may be quite right as regards the interpretation of the founders' words, and quite wrong as regards the wise administration of the schools they founded. Where the powers of the Court of Chancery have been applied with some success in the reformation of a school, the object has frequently been obtained only after much delay, after much expense, and sometimes by straining the law. The threat of opposition before the Court has wrecked many good schemes of reformation.[1]

We propose to discuss the present state of the schools under the following heads:—

1. Endowed Schools;
2. Private Schools;
3. Proprietary Schools; and lastly we shall discuss
4. Examinations which now directly or indirectly test the work of the Schools.

§ 1. Endowed Schools.

(*a.*) What are endowed schools.

The term "endowed schools," strictly speaking, is applicable to a large number of schools which are not usually intended by the name. The schools established during this century in connexion with the National or British and Foreign School Societies, and others of the like nature, are almost always held in buildings permanently dedicated to the use of the school. A site and buildings thus permanently appropriated form a valuable and very useful endowment. But such schools are excluded from the scope of our Commission by their being established and maintained for the primary education of the classes living by manual labour. The endowed schools to which we shall refer are those which have usually, besides buildings, some income from charitable funds permanently appropriated to the school. There are about 3,000 schools, or foundations for schools of this nature, established for the most part before the present century, of very different degrees of importance, and presenting every variety of excellence or badness. A glance at the map which we have had constructed will show at once how thickly they are distributed over the surface of England, and how few places of more than 2,000 inhabitants are without an endowed school.

What endowed schools are within scope of Commission.

Of these 3,000 endowed schools, about one fourth come strictly within the immediate object of our Commission, and we have accordingly reported on 782. A list of them will be found in Appendix V. This number is composed of those which were intended to give, or which now actually give, a higher education

[1] Evidence of Mr. J. P. Fearon, Q. 13,334-5.

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than that given in the National or British Schools, or were intended to educate, or do now actually educate, that part of the community which usually requires such a higher education. The education of the classes living by manual labour is limited by the early age at which they leave school in order to earn their bread; it is a primary education only, terminated at the age of 12 or 13, or earlier. The education of those who can stay longer than that age at school is the education to which our inquiry relates. Schools, confined to the children of the poorest only, and intended to give them the rudiments of education only, reading, writing, and arithmetic, are excluded from the main purpose of our investigation, although we have not thought it right to disregard them entirely. The line which separates these from others is, in practice, hard to draw with precision, and we shall have occasion to point out the important bearing which many of such schools have on some parts of our inquiry and recommendations. But in the main we must be understood in speaking of endowed schools to refer to the schools which appear to come under the legal definition of grammar schools, and to 70 or 80 others which, with them, make up the number of 782. The nine grammar schools, which formed the subject of inquiry by a former Commission, are not counted in this number.

What are *grammar* schools.

Whether a school is or is not a grammar school is a question of legal construction in every particular case. If the founder intended that the school should teach grammar, which is held to be Latin, or Latin and Greek, it is a grammar school.[1] Often this is directed in express terms, sometimes in more general language; at others, the same intent may be inferred from the qualifications required in the master, or from the connexion instituted between the school and the Universities, or from the early and continued practice of the school. The distinction of this class of endowed schools from others is recognized in several Acts of Parliament, and may often affect considerably the legal position of the schoolmaster. We shall have occasion to refer to it more particularly in the following chapter. The other endowed schools which we have included in our list are, first, about 20, which, on account of their having at one time taught Latin, have been ranked with the grammar schools in some official publications; and, secondly, some which, either now teach classics or at least give a higher or longer education than that given in the National or British Schools.

Number educated in these schools.

The total number of boys educated in these schools, excluding those which are now merely elementary, appears to be 36,874. Of these 9,279 are boarders and 27,595 day scholars.

[1] See the wide definition of *grammar school* in 3 & 4 Vict. c. 77. s. 25., quoted below, p. 453.

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Aggregate income.

The aggregate *net* income from endowment of the grammar and other secondary schools included in our list is 195,184*l.* But this is an imperfect representation of the whole amount of revenue in which the schools are interested. The management of the estates and repairs of the school buildings cost a very considerable sum; but as these expenses are often mixed up with similar expenses incurred for almshouses and other charities upon the same foundation as the school, it is impossible to state their amount accurately. The *gross* income of the schools, and charitable foundations including grammar schools, is 336,201*l.* The annual value of exhibitions to which the schools have a claim but which are not included in these amounts is at least 14,264*l.*[1]

(*b.*) Grammar schools differ greatly.

(1.) In income;

The amount of endowment of these schools ranges from that of Christ's Hospital, which includes a net income of over 42,000*l.* a year, besides a very valuable site and large buildings, to some which consist simply of a rentcharge of 5*l.* or 6*l.* or less a year. But these are extreme cases. The usual case is, that the school possesses a school-house, a master's house, and an annual income. Eight[2] grammar schools on which we have specially reported in a subsequent chapter, and one other,[3] have net incomes exceeding 2,000*l.* a year; 13[4] have net incomes inferior to these, but at least 1,000*l.* a year; 55 others have incomes of at least 500*l.*; 222 others have at least 100*l.*; and the rest are under 100*l.* a year. A few schools only have no school-house nor master's house; most have both, but of very different sizes and values.

(2.) In distribution;

Nor is the distribution of these endowments over the country more regular. The total net income of all the schools of the county of Cornwall, included in our list, does not amount to 400*l.* a year, nor are the buildings of much value. Most counties range between 1,000*l.* and 4,000*l.* a year. Lincolnshire, on the other hand, has over 7,000*l.* a year; Lancashire, nearly 9,000*l.* a year.[5]

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[1] These amounts are exclusive of the income of the nine schools of Lord Clarendon's Commission, which appear to amount to 57,745*l.* net, 84,185*l.* gross, and 8,296*l.* exhibitions. The number of scholars in these nine schools appears to be 2956.

[2] Exclusive of Eton, Winchester, St. Paul's, Charter House, Merchant Taylors', and Rugby. The eight schools are Christ's Hospital, Dulwich, St. Olave's, Birmingham, Manchester, Tonbridge, Bedford, and Monmouth. See Chapter V.

[3] Aldenham, which has a net income (owing to recent sales of land) of 3,600*l.*

[4] Exclusive of Harrow, Westminster and Shrewsbury. The thirteen schools are the Clergy Orphans' School at Canterbury, Berkhampstead, Felsted, Lucton, Ashby de la Zouch, Oakham, Uppingham, Repton, Macclesfield, Leeds, Rishworth and St. Bees, and (see p. 258), the Mercers' school.

[5] The net income which the schools derive from the endowment is alone referred to in the above statement. All money spent in repairs, rates, taxes, interest on, or discharge of, debt, &c. is deducted, nor is the amount of any fund for exhibitions, which is independent of the general income, included. See Appendix, p. (91).

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The total number of towns of more than 2,000 inhabitants, according to the census of 1861, which have endowments for a grammar or other secondary school, is 304. Many of these endowments are now applied to primary schools only. There are 228 towns of that size without any such endowment. In a very few of these towns proprietary schools have been established; the rest have private schools only. The remainder of the grammar school foundations are in villages, or in towns of less than 2,000 inhabitants.

(3) In character and history;

There are many other points in which these schools present striking differences from one another. Some are parts of a large charitable foundation, which embraces numerous other objects besides education; some endowments are distributed over several schools, the grammar school being but one among many. Again, some are intended expressly for the members of the Church of England, others for special denominations of Nonconformists; others again, and those the very great majority, have no such binding and exclusive connexion. Schools of which few persons have heard beyond those resident in the villages where they are situated, schools which are the mainsprings of education to large towns, and schools which have a wide reputation and attract boarders from distant parts of the country; schools which have been known chiefly by the disputes to which they have given rise, and their long and frequent entanglement in Chancery suits; schools which have in former days trained leaders in science and statesmanship, and now languish in obscurity and neglect; schools which from their very first establishment have ranked with the best and highest centres of education,—of all these kinds instances, of some too few, of others too many, are found in our list.

(4.) In governors;

The management of them has been in the hands of all classes of persons: high official dignitaries, the noblemen and gentlemen of the county, selected inhabitants of the particular place, the inhabitants in vestry assembled, the minister and churchwardens, or other officers, of the parish, the mayor and corporation of a town, a London city company, the master and fellows of a college, the dean and chapter of a cathedral, the heir of the founder, the owner of a particular manor or house, the master or masters of the schools themselves, are to be found separately or in very various combinations, as the holders of the school property and the regulators of the school studies, having the right to nominate the scholars and appoint the masters.

(5.) In rank of scholars.

The social rank of the scholars is also very various. In some schools almost all ranks meet, in by far the majority either the higher ranks or the lower ranks are found, but not both to any great extent together. The unwillingness of one class to

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mix with the class below does not exist in the same intensity in all parts of the country; sometimes it differs in parts not far from one another, and of similar social character; on the whole it appears stronger in the south than in the north of England.

Few grammar schools "mixed."

The teaching in common of boys and girls is much more rare. Like the mixture of ranks it was more frequent some years ago than it is now. Most of the endowed schools have, as a matter of fact, whether the terms of the foundation were exclusive or not, been confined to boys. A few foundations have been established especially for girls; a few more embrace separate schools for boys and girls; but the schools in which the two sexes are taught together are now almost exclusively confined to the recipients of purely elementary education.[1]

(c.) Grounds for reform. These diversities unintentional.

It would not be difficult to make large additions to the varieties already spoken of. No body of schools could be more diverse. But the diversity is almost always unintentional, and accident has rarely made it appropriate.[2] Large endowments are attached to places where there are few to benefit by them; and pittances only are found where the need is great. In numbers of districts schools stand near to one another doing the same work, and doing it more wastefully and worse than one school only would do it; and in the same districts, or even at the same places there is other work to be done equally important and perfectly feasible, which is meanwhile neglected. Viewed as a whole, the condition of school education above the primary has been called a chaos, and the condition of the endowed schools is certainly not the least chaotic portion.

Organization needed.

The founders of these 782 schools have each thrown in their contributions, and there has been no one with power to organize the mass or assign to each school its place and function. If the founders had all lived at the present time, were cognizant of present circumstances, and were desirous of adjusting their respective benefactions so as to answer present needs and to harmonize their own foundations with schools established by other benefactors, some control would still have been imperative to prevent loss or evil. That control is not rendered less necessary by the fact, that not more than one hundred of these foundations are less than a century old, that five hundred are more than two centuries old, and that some come to us from times as ancient as the fourteenth century; that the social position and prospects of the community, its hopes and desires, have changed enormously both over the whole country and in the several districts of it, since the large

[1] See Fitch, p. 197.

[2] See a forcible description by Mr. Fearon, p. 271.

majority of these schools were established; that the value of property has experienced no less a change, but a change affecting these endowments in very unequal degrees; so that the founders' language, as applied to the present position of the endowments, is frequently that of men disposing blindfold of property of which they do not know the value, distributing it to persons of whose needs they are ignorant, and directing the execution of purposes which are impracticable and undesirable. Even trifling matters speak significantly of the change. When Richard Pate, in 1586, founded Cheltenham Grammar School, he provided for the scholars books by ordering the entrance fees of 4*d.* and 3*d.* paid by residents and nonresidents respectively, to be for the "school-"master to buy Latin and Greek books for the use of the scholars, "to be tied fast with little chains of iron in some convenient place "in the school, and when the school was sufficiently provided, "the master to enjoy the surplus." When Alderman Dauntsey in the reign of Philip and Mary wished to establish an almshouse and school at West Lavington, he thought it sufficient to direct the Mercers' Company to build a house with eight chambers, one for the master and seven for seven almspeople to live in. So at Middleton in Lancashire, Dean Nowell, in Elizabeth's reign, "recites in the trust deed that he had made "a convenient building for a grammar school, with suitable "apartments for the master and usher, the school being a "building like a barn, with a small room at each end, ap-"proached by steps from the outside, to serve as the suitable "chambers for the master and usher respectively."[1] When Sir T. Boteler's executors, in 1526, in giving statutes for his school at Warrington,[2] declare that it shall be lawful for the schoolmaster for the time being to take of any scholar four pennies in the year; viz., in three quarters of the year, one potation penny, "for the which he shall make a drinking for all the said scho-"lars," and at Shrovetide, "one cockpenny"; he is referring in the latter words to a practice very prevalent then in the north of England, but which seems strange to us.[3] And the Statutes of Hartlebury School expressly authorize the master "to have, "use, and take the profits of all such cockfights and potations,

The founders were guided by the needs of *their* time.

[1] Lord Westbury, Ev. Q. 16,625. Compare East Retford. (Carlisle ii. 283).

[2] Bryce, Gen. Rep., p. 469.

[3] At Shrovetide the scholars used to make a present to the master, out of which he had to procure a cock, which he fastened by a string to a post and fixed in a pit for the boys to pelt with sticks. If a boy hit the cock it became his property, if no boy hit it, the master took it for himself. Other accounts make the cockpenny to have been a contribution to the expense of providing cocks for a fight.

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"as are commonly used in schools."[1] Sir John Deane, in his statutes for the school of Witton (Northwich), in 1557, "wills, "that upon Thursday and Saturday, in the afternoons, and "upon holydays the schollars refresh themselves, and a week "before Christmas and Easter, according to the old custom, they "bar and keep forth the school the schoolmaster, in such sort as "other schollars do in great schools."[2] The frequent injunction that "the scholars in all their speeches within the school should "use the Latin tongue and no other,"[3] the requirement that the master shall teach in the school from 6 (or in the winter from 7) in the morning to 11, and from 1 to 6 (or in the winter 5) in the afternoon,[4] the belief that nothing further was necessary to establish a school than to pay a master a fixed sum and require him "teach grammar to all comers without anything else to be demanded,"[5] and numberless other parts of the founders' deeds all show that they were planting schools in a society widely different from ours, and fitted to times and habits which are now long past.[6]

But the schools have not been reformed to suit *our* time.

But these schools are not now governed by the directions, often very full and precise, of the founders and donors. Sometimes the unrepealed rule remains, in startling contrast to the present practice. Sometimes the schools have been reconstituted or reformed by the interposition of persons to whom the founders themselves assigned the duty, sometimes by special commissioners appointed under an old Statute of Queen Elizabeth,[7] sometimes by the Court of Chancery, sometimes by the Legislature itself. Reforms thus introduced have often been most salutary for the time, and then in their turn have fallen behind the progress of events; not uncommonly they have unconsciously perverted what appear to have been the real intentions of the founders, as well as injured the educational interests of the inhabitants of the place. But in

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[1] Carlisle, ii. 759.

[2] Carlisle, i. 133; and see the account of the lengths to which the practice was carried, ii. 632.

[3] Alton, anno 1641. Marlborough, Gr. S. 1550. At Chigwell the founder orders that "for speaking English in the Latin school the scholar be corrected by the "*Ferula*, and for swearing with the rod."

[4] Kirkby Stephen, Chigwell, Southampton, Skipton. At Wigan they were not to be in school after daylight had closed. See Carlisle, i. 729. The difficulty about lights often occurs, *e. g.* Dean Colet orders that the scholars shall use "not tallow but "wax candles at the cost of their friends."

[5] Wimborne, Stockport, &c.

[6] See Fearon, pp. 261–266: the Statutes of Manchester schools, given in vol. iii. p. 311, and of St. Paul's and Merchant Taylors, in Report of Nine Schools Commission, ii. 581–589.

[7] 43 Eliz., cap. 4.

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both cases they have been isolated efforts for the independent improvement of individual schools; the schools have been regarded as the subjects of special trusts of a precisely limited character, not as local contributions to the higher education of the country, which might be freely adjusted to changes as they occurred. It is necessary to keep this constantly in mind when the condition of the endowed schools excites our wonder and regret. Speaking generally, but of course with exceptions, we may say, and say with confidence, that they are not such schools as their founders contemplated and designed; they are not such schools as their several governors would think it right, if they had the power, to make them; they are not such schools as would be established by a Judge of the Court of Chancery, who was putting into execution his own views of the best means of education; they are not such schools as the inhabitants of the locality would most desire. They now exhibit neither the will of the dead for their time nor the will of the living for our time, but the result of *a futile attempt*, in moulding for the use of the present, what was given and intended for the use of the present, to employ, as exclusively as might be, the "dead hand" of the past.

A vast revolution in thought has intervened.

We have said that five hundred of these schools, or two-thirds of the whole number, were founded more than two centuries ago. That is to say, they were founded while the revival of literature, the reformation of religion, the upgrowth of science, the seething of political theories, were still new forces, of which men could but feel the first effects, and were powerless to predict the future course and issue. But these forces were and are, above all, educational forces; they have told upon men's intellects, and they have told upon children's training. And the grammar schools, which were intended to bring the higher cultivation to all places and all classes, are of all institutions the least worthy to be kept down to the standard of the past, and their founders are of all persons the least worthy to be mocked with the faithless fulfilment of the letter of their orders.

Two other changes affecting schools require special mention.

Besides this there are two events which, occurring in this century, and consequently unknown to almost all the founders, have essentially changed the circumstances in which these schools are placed. They are, first, the establishment of the National and British and similar schools, and their subsequent increase and support by the assistance of the Government grant, and, secondly, the great increase in the facility of locomotion. The schools aided by Government educate a part of the scholars, who might otherwise have been found in the grammar schools, and educate them better and more usefully than they were educated before, or can be now educated in the grammar school without sacrificing its other and

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main purposes. The facility of locomotion has made distant schools accessible to children who would otherwise have gone almost of necessity to the school of their town or village. It is no longer needful, and it is certainly not desirable, for each school to endeavour to meet the varied educational wants of the whole immediate neighbourhood. These changes make it necessary to interpret afresh the founders' intentions, and to compare their directions with the facts before us.

Condition of these schools hitherto imperfectly known.

It is plain that for the proper execution of this task there is required, what hitherto has never existed, an account of the actual results of the endowed grammar schools as ascertained by examination independent alike of the governors and the masters. The Commissioners who inquired, from 1818 to 1837, into the charities of the country, while reporting numerous abuses, some of which have since been effectually remedied, did not examine the scholars or report specially on the educational aspect of those charities which were devoted to schools. It has been our duty to supply this omission. In the general Reports of our Assistant Commissioners, and in their special reports on the schools separately, will be found ample materials for forming a judgment on the many important questions which arise respecting the external and internal constitution of the grammar schools, and the use now made of some other endowments. These reports justify greater confidence in pronouncing on the causes of the unsatisfactory condition of the schools and on the remedies required, than it would be possible to feel without the information which they give. We have an account of the experience not of a few schools here or there, but of all schools of the class in England and Wales. It is from the record of this wide investigation that we shall draw our statement of the present condition of the endowed schools, and endeavour to explain distinctly the causes, which have prevented them from doing the good which they otherwise might have been expected to do. The full details must be sought in the reports of the Assistant Commissioners themselves.[1]

Our account of the schools will be most naturally distributed under the following heads:—

I. Scholars and kind of education.
II. Masters.
III. Governors.
IV. Sites and buildings.

[1] When any fact is stated or quotation made, in reference to the present state of a school, without any distinct citation of the authority, it must be understood that the authority is the Assistant Commissioner's Report on the school named. These reports will be found in the volumes for the several Registrar-General's divisions.

I. SCHOLARS AND KIND OF EDUCATION.

We propose under this head to speak first of the intentions of the founders, as regards secular and religious instruction, the payment or non-payment of fees, and the area to which the benefits of the school are absolutely or preferentially confined; next, to compare these intentions with the present state of the schools; and, lastly, to submit the facts, which point to the practicability of a more complete and successful fulfilment of these intentions than is at present the case.

i. *FOUNDERS' INTENTIONS.*

1. Secular instruction. (*a*) Latin and Greek.

The most frequent terms in which the founders described the schools they intended to establish were simply a "Grammar School," a "Free Grammar School,"[1] or "a master to teach grammar;" but other purposes of similar import are also common. "Latin," or "Latin and Greek," or "Latin, Greek, "and Hebrew," or the "learned languages," or "grammatical "science and Greek and Latin literature," are found not unfrequently. What was then not only the best, but the only means and source of intellectual cultivation rose naturally and necessarily to the lips of the founders, when they thought of providing a school at all. The education of the masses could hardly be thought of with serfdom yet unabolished. The problem of those days was not universal education, but universal opportunity of education. The few who desired to learn might easily lack the means. The town or village might be relied on to supply some one who could teach reading and writing, but higher teaching could not be left to spring up spontaneously; and the service of the Church, which specially required it, offered it a natural and customary shelter. Before the Reformation chantries were frequently founded for a priest to say mass for the repose of the founder's soul, and the priest was often required in virtue of his endowment to keep a grammar school also. The choirs in training to sing the Latin offices appear to have been the nucleus of many of the early grammar schools; and, when the chantries and monasteries were dissolved at the Reformation, the schoolmaster was restored with the Latin grammar in his hand.[2]

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[1] A list of the grammar and other secondary schools is given in Appendix iv. arranged in chronological order, with the nature and limitations of the original foundation of each briefly indicated. Most of the quotations from the founders' statutes in the following pages are from Carlisle's account of the grammar schools.

[2] See the "Act for Chantries Collegiate" 1 Edw. 4. c. 14. Hammond, p. 472. Bryce, p. 461.

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Under these circumstances, founders who described their purpose as the establishment of a grammar school, may be supposed rather to have thought of the general functions which the school was to discharge than of the subject in which instruction would be given. Grammar school was the technical name of a well-known class. Those who gave a further description, and mentioned Latin, or Latin and Greek, were really adding nothing to the definition. The only grammar that was, or could be, taught at first was Latin; Greek was added afterwards, and some founders prescribed Hebrew as well. But other expressions are found of a more general character. The cathedrals founded by Henry VIII. had schools as part of their establishment, the purpose being "*ut* "*juventus in literis liberaliter instituatur.*" So Archbishop Holgate's three schools (1547) were for "grammar and other "knowledge;"[1] Ilminster (1549) for "godly learning and other "manner of learning;" Hawkshead (1585) for "grammar and "principles of Greek tongue, with other sciences." Some founders dilate on the particular authors that should be read; as at Witton (1557), "good authors, such as have the Roman eloquence joined "with wisdom[2];" others on the qualifications required in the master, as at Haworth (1637), "one able to teach Greek and "Latin, so as to fit his scholars for Oxford or Cambridge;" or at Goudhurst (1670), "a pious and learned man, able to teach Latin "and Greek, and all other tongues, arts, and sciences required "for the Universities;" others in a more marked way express the same view of the grammar school's functions when they require that the scholars should already possess the elements of education before admission. Thus at Alford (1565) the founder orders that "none shall be admitted into this grammar school "before he can read perfectly and write legibly," and "that it "is not accounted any part of the schoolmaster his duty to teach "any of his scholars to write but of his own good will and "gentleness." At Sandwich (1568) "every scholar shall before "his admission into the school be able to write competentlie and "to reade perfectlie both Englishe and Lattyne." Similarly, at St. Saviour's, Southwark (1562), "No child of the parish shall "be admitted as a scholar but he shall be first examined by the "master, whether he read English and Latin perfectly and write "his name." At Tiverton (1599) there was to "be no scholer "continue in the said schoole as a scholer, but boys, and none

[1] See some of the early statutes in Carlisle's Grammar Schools: and Fearon, pp. 261–265.

[2] This is copied from Dean Colet's statutes for St. Paul's School, which appear to have been often regarded as a model.

"above the age of eighteen years or under the age of six years, "and none under a grammar scholer."[1]

(*b.*) Elementary subjects, as preparatory to this.

Some foundations again were stated to be intended not only for grammar but for elementary learning as well, usually as a preparation for grammar. Thus the very early foundation of Enfield (1507) was "to teach children within the town of Enfielde "to know and read their alphabet letters, to read Latin and "English, and to understand grammar, and to write their "Lateines according to the use and trade of grammar "schools." St. Olave's, Southwark (1571), was to be "a grammar "school for the bringing up, institution, and instruction of the "children and younglings of the parishioners, as well in grammar "as in accidence and other low books, and in writing." At Manchester (1525) "the high maister shall alway appoint one of "his scollers, as he thinketh best, to instruct and teach in the "one end of the scole all infants that come there to learn their "A B C primer and forthe till they begin gramyer, and every "month to choose another new scoller so to teach infants." At Lewisham (1656), the founder "in love to draw the parents the "more willingly to send their children to the school," directs that a writing master[2] should be appointed with a salary of 11*l.* per annum. At East Retford (1551) the master and usher were "to teach and read unto their scholars of the first form the "figures and characters of letters, to join into sound and pro-"nounce the same perfectly, and immediately to learn the inflec-"tion of nouns and verbs," and it is calculated that "the more "prone natures may spare part of the first year to hear the "explication of Tully's Epistles, and write and repeat some "Latin words out of them." Not unfrequently a different school altogether was established for the "pettys," to teach them the rudiments of education.[3] At Chigwell (1629), Archbishop Harsnett erects "two fair and large school-houses" to the intent that "the children and youth of Chigwell and other adjoining "parishes should be in one of the said schools taught to read, "write, and cypher, and cast accounts, and to learn their acci-"dence; and in the other school-house to be instructed in the "Latin and Greek tongues." But it was not till after the Restoration that numerous endowed schools were founded for primary education alone.

Separate schools for primary instruction.

Arithmetic is rarely mentioned in early foundations.[4] At

Arithmetic, &c.

[1] See also Camberwell, Oundle, Woodbridge, Tonbridge, St. Alban's, Norwich, (Hammond's report), &c.

[2] See Hammond, p. 429.

[3] Fearon, p. 268.

[4] See, however, Rolleston (1520); Bromsgrove (King Edw. VI.).

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Bungay (1592), the schoolmaster and scholars were to keep school every Saturday and every half-holiday until three o'clock in the afternoon "for writing and casting accounts with the pen and "counters according to their capacities[1]." So at Wellingborough (1596), Aldenham (1599), and in the 17th century at Stratford-le-Bow (1617), Chigwell (1629), Walsingham (1650), Drax (1669), Brigg (1676), and many others, we find accounts mentioned. At Dartmouth, besides a master to teach Latin, there was to be another to teach "English, the art of navigation, and other "mathematics;" and similarly at Rochester (Williamson's school, 1701), and Petersfield (Churcher's College, 1722), and other places, schools were expressly founded to prepare boys for sea service.[2]

If we make every allowance for the paucity of subjects of instruction in early time, on the whole it is clear that a grammar school was intended to give something higher or more than the necessary elements of education. These latter were either presumed altogether, or were treated as a merely subordinate and preparatory part of the proper work of the school. The stress perpetually laid on "learning" and "good knowledge of "Latin and Greek," or a university degree, as a qualification for the master, and on "aptness" and "towardness," and the presence of preliminary knowledge in the scholars, shows that these schools were regarded as the means of bringing a higher culture within the reach of all, and raising from among the poorest as well as the richest those who should thereby be able to serve in larger measure the Church and commonwealth.

2. Religious instruction.

Religious instruction was apparently a regular part of the grammar schools' work both before and after the Reformation, and is constantly mentioned. Thus, at Childrey (1526), "the chaplain "of this chantry shall be well skilled in grammar," and, besides teaching the children things which are necessary to enable them to "assist the priest in the celebration of the mass, "shall teach them in English, the Fourteen Articles of Faith, "the Ten Commandments, the Seven Deadly Sins, the Seven "Sacraments of the Church, the Seven Gifts of the Holy "Ghost, and the Seven Works of Mercy, as well temporal "as spiritual, the five bodily senses, and the manner of confession."[3] At Witton (1557), "the children shall learn the "Catechism, and then the accidence and grammar set out by "King Henry VIII., ... and then *Institutum Christiani "Hominis*, that learned Erasmus made." At Kirkby Stephen Thomas Lord Wharton says in his statutes (1566), "The master

[1] Mr. Hammond's Report. [2] Hammond, p. 290.
[3] Compare the statutes of Cuckfield (Carlisle, ii. 595).

" shall interpret and reade to his schollers those authors which " may induce and lead them to vertue, to godliness, and to " honest behaviour, and to the knowledge of humanity, but not " to wantonness or sauciness; for he shall read to them the " Ten Commandments, in the Latin tongue, as is used in the " realme of England, for the most part, and Cato, Æsop's Fables, " Tully's Offices, and *De Amicitia* and *De Senectute*, &c." At St. Bees (1583) Archbishop Grindal says, "the first books of " construction that the scholars shall read, either in Latin or " Greek, shall be the smaller Catechisms set forth by public " authority for that purpose in the said tongues, which we will " they shall learn by heart, that with the knowledge of the " tongues they may also learn their duty towards God and " man." So mention is often made of attendance at church, both on Sundays and holydays at the regular service, and sometimes before daily morning school, to sing a psalm at the tomb of the founder or to pray for the founder's soul.[1] At other schools particular prayers were expressly named, or even composed for the purpose of being used in school before and after the daily work.[2]

3. Class of Scholars.

The scholars for whom the grammar schools were provided, were of no one class in particular. Most usually "children," or "youth," is the only term used to describe them. The school was to be for such as required an education *in grammar*, and among them would be some of all classes, but many more of those above the labouring classes than of those below. The poor, indeed, are frequently named, but rather in a way that indicates the desire to keep the door wide open for their reception, than the expectation that they would form the majority of the scholars. Nor is the mention of the rich at any period uncommon. The school at Wye (1447), was "for the instruction of youths " *gratis*, both rich and poor." At Macclesfield (1502), that "gentil " mens sonnes and other good mennes children in Maxfield and " the countre thereabouts might be tanght grammar." At Cromer (1505), almost the same words are used with the addition " and especially poor men's children." At Bruton (1519), all scholars "as well poor as rich, were to be taught freely grammar " after the form of Magdalen College, Oxford, or St. Paul's " School, London, and not songs or petite learning, nor English " reading, but to be made perfect Latin men." At Knaresborough (1616) the school was to be "for the education and in- " struction of boys and youths of the parishioners of Knares- " borough and Goldsborough, and others whomsoever, as well

[1] *e.g.*, Kirkby Stephen. Compare Macclesfield.
[2] *e.g.*, St. Alban's.

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"poor as rich, as well in grammar as in the accidence, and other "inferior books." At Lowther, Viscount Lonsdale (1697) expressed his intention to be "to found at Lowther a school of "learning for the education of gentlemen's sons there."[1] But nothing illustrates this point better than the noble words of Cranmer: "It came to pass," says Strype, "that when they should "elect the children of the grammar school" in the newly converted cathedral church of Canterbury, "there were of the Com- "missioners more than one or two who would have none "admitted but sons or younger brethren of gentlemen," urging that "husbandmen's children were more meet for the plough, "and to be artificers, than to occupy the place of the learned "sort; . . . . for we have as much need of ploughmen as of any "other state, and all sorts of men may not go to school." To which Cranmer replied, "I grant much of your meaning herein as needful "in a commonwealth: but yet utterly to exclude the ploughman's "son, and the poor man's son from the benefit of learning, . . . "is as much as to say that Almighty God should not be at liberty "to bestow his great gifts of grace upon any person, nor nowhere "else but as we and other men shall appoint them to be em- "ployed, according to our fancy, and not according to His most "godly will and pleasure, who giveth His gifts both of learning "and other perfections in all sciences unto all kinds and states "of people indifferently. Even so doth he many times with- "draw from them and their posterity again those beneficial "gifts if they be not thankful. . . . . Wherefore, if the gentle- "man's son be apt to learning, let him be admitted; if not "apt, let the poor man's child, that is apt, enter his room."[2]

4. Education Gratuitous.

In accordance with this desire to bring the poor fully within the range of higher education, the grammar schools were in the main gratuitous. The endowment thus had a double value; it gave permanence, and it rendered payment unnecessary. The permanence was a great boon to the richer no less than to the poorer sort, for education was thus present at their doors, and the freedom from payment left no excuse for making education a matter of social privilege, and not of common right. Whatever may have been the original import of the term "free school,"[3]

[1] At Bolton Abbey (1700), Robert Boyle founded a school open for children of all noblemen, gentlemen and others, upon terms agreed on by parents and master; the poor of certain places to be taught at 1*s.* a quarter.

[2] Strype's Cranmer, p. 127.

[3] The legal and usual interpretation of *free* school is a school which the scholars pay nothing for attending. Dr. Kennedy has disputed this interpretation, and suggested another, viz., a school free from the control of a superior body, *e.g.*, a chapter, a college, a monastery. For the former may be urged—(1), that these schools were, as a fact,

whether it denoted "gratuitous," or "exempt from superior control," or "public and open to all," the last was apparently the ruling idea and best exhibits the purpose and effect of the school's position, as independent alike of the payments of its scholars and of the caprice of a superior. But the immunity from payment, or "freedom of the "school," as it is often called, though frequently left by the founder to be inferred from the title he gave his school, and the well-known characteristics of the class to which the title referred it, was at other times declared in full and precise language. Thus at Manchester "every schoolmaster shall teach freely and indifferently "every child and scholar coming to the school without any "money or other reward taking therefore." At many schools custom sanctioned the master receiving occasional voluntary payments, frequently called cock-pence, which, in the case of the rich, were often considerable.[1] In others the freedom was limited to a certain number only, *e.g.*, 3, 4, 6, 12, 14, 20, 30, 60,[2] 70,[3] 80,[4] 144,[5] but not so as to exclude "those that be of ability to "pay." In some it was ordered that books should be found for the scholars without charge; in others a charge for this purpose was expressly sanctioned, and a child whose parents were unwilling to pay for his books was directed to be excluded from the school.[6] A small fee on admission was not uncommonly required from all, sometimes with a saving for "a poor man's son who "is not well able to pay the same;" and small quarterages were

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gratuitous, or nearly gratuitous, to all or some of the scholars; (2), that "free" and "freely teach," and other expressions, are constantly used apparently in relation to the title of the schools, and that the language of some founders, as early as Elizabeth's reign at least, perhaps in Edward VI.'s reign, leaves no doubt that they understood it in this sense.

On the other hand, it may be urged (1), that, most schools being then gratuitous, such a fact would hardly have been chosen to give the distinctive title of these schools; (2), that free school is in Latin *schola libera*, and that *liber* appears never at any period to be used by itself to mean "gratuitous." Thus in Edward VI.'s charter for Shrewsbury School the words "free" "freely" (*liber, libere*) occur five times, besides in the title of the school, and in none of these cases do they mean *free from payment*; (3), that whatever franchise or immunity was denoted by the word, it would, according to ordinary usage, be an immunity for the school or its governors, not for the scholars; (4), that the nearest analogies are "free town" (*villa libera*), "free chapel" (*libera capella*), and that these mean free from the jurisdiction of the sheriff and of the bishop respectively; (5), that the imposition of some charge (*e.g.*, admission and quarterages), was clearly not at all incompatible with the title of free school; (6), that such a meaning as "privileged," "free from some particular jurisdiction," or "free from *capricious* control or *arbitrary* payments," is the most usual, if not invariable, meaning of free (*liber*) in law terms, *e.g.*, free socage, free man, freehold, &c. (7), that the interpretation of *free* as *gratuitous* is easily accounted for from the *fact* that the schools were (mainly) gratuitous.

[1] Fitch, p. 144; Bryce, p. 469. "They varied from 6*s.* to 2*l.* 2*s.*"

[2] Aldenham, [3] Horsham. [4] Newport (in Salop). [5] Berkhampstead.

[6] Sir N. Bacon's Rules at St. Alban's.

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sometimes added for such purposes as are described in the rules made for Coventry in 1628:—"The scholars are to pay quarter-"age to the sweeper of the school for ringing of the bell, for "making of fiers there, and for roddes as hath been accustomed."[1] Or at Guildford in 1608:—"Every scholar shall pay 8*d.* yearly, "viz., 1*d.* quarterly towards the providing of brooms and rods, "and also 4*d.* at the Feast of St. Michael yearly, wherewith "shall be bought clean waxen candles to keep light in the school "during the winter." These payments were besides an admission fee of "6*d.* if a town boy or 12*d.* if of the country or a "stranger," paid to the master for his trouble in examining the scholar at entrance.[2] In some schools a graduated scale for the different ranks in society was fixed both for admission fee and quarterage.[3]

Punishments for irregular attendance.

Nor did the founders neglect the probability of their free scholars being irregular in attendance. Fines ("so many pence "as the days of absence be in number[4]") or a second payment of the admission fee;[5] or reduction to the class of paying scholars,[6] or expulsion,[7] are in many cases expressly ordered.

All these regulations seem to point to one conclusion, that the school was gratuitous for the boy's, not for the parent's benefit. Nothing could be more natural or laudable than to forbid anything which could prevent the spread of learning or check the willingness to use the good gift offered. If fees were to be paid by all, the poor boy might be shut out; if fees were paid by others and not by him, the poor boy might be neglected or despised. But yet the labourer was worthy of his hire; and few founders but must have felt that to refuse the allowance of payment from those who were able to pay was to cramp the intended utility of the school by confining the gain of the master and the income of the school to the produce of the

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[1] Carlisle ii. 649.

[2] Carlisle 567. At St. Saviour's, Southwark, the admission fee was 2*s.* 6*d.* and the quarterage 2*d.* At Witton, at admission 4*d.*, and on the first Thursday after the beginning of school after Christmas, 1*d.*

[3] At Llanrwst some ancient rules, the exact date of which is unknown, fix the fees as follows:—

Entrance: 1, every knight sonne, 2*s.* 6*d.*; 2, every doctor or esq. sonne, 2*s.*; 3, every gentl. or minister sonne of 50*li.* p. annum, 1*s.*; 4, every yeomane sonne of 20*li.* p. annum and riche tenants, 9*d.*; 5, poorer and meaner men's sonne to pay 6*d.*; 6, but poore indeed gratis.

Quarterage, to be payed 1 Maij, 1 Auguste, 1 Novembris, 1 Februarij yearly: 1, knight sonne, 2*s.*; doctors and esq. sonnes, 1*s.* 6*d.*; 3, gentl. and ministers' sonnes of 50*li.* p. annum 9*d.*; 4, meaner gentl., 6*d.*; 5, they of the poore sort, as an acknowledgment, 3*d.*; 6, and poore indeed gratis. See also Ruthin, Shrewsbury, &c.

[4] *e.g.* Oundle (1556), Sandwich, 1580. [5] *e.g.* Bristol, St. Alban's.

[6] *e.g.* Chiegwll. [7] *e.g.* Newport (in Salop), Woodbridge.

endowment. They accordingly forbade fees, or allowed them, as the one fear or the other was most prominent to their minds. But nowhere does there appear any evidence of a desire to save parents paying, who could afford to pay. When a founder ordered that his school should not be "a school of exaction,"[1] it was in order to confer on the child of the poor as well as the rich the inestimable boon of a high education, not to make a petty distribution of alms to the parents.

5. Local limitations.

Whence the scholars were to come, was a matter which in a very large number of cases the founders either said nothing about or expressly left perfectly open. Even where in a charter it is recited that a petition was presented for a school for the benefit of a particular town, the limiting words were very frequently omitted in the clause granting the petition. No exclusive privileges appear to have been intended. The benefit designed for the town or parish was a good school within its boundary, to which all inhabitants might resort without fear or favour. A grammar school *in* a town did not mean a grammar school *confined* to a town. The charter of Edward VI. in founding the grammar school at Louth did but express in full terms, with a statesman's width of view, what private founders endeavoured to execute with humbler means on a smaller scale. "Whereas, "we have always coveted, with a most exceeding, vehement, "and ardent desire, that good literature and discipline might be "diffused and propagated through all the parts of our kingdom, "as wherein the best government and administration of affairs "consists; and, therefore, with no small earnestness, have we "been intent on the liberal institution of youth, that it may be "brought up to science, in places of our kingdom most proper "and suitable for such functions, it being as it were the founda-"tion and growth of our Commonwealth; and having certain and "unquestionable knowledge that our town of Louth, in our county "of Lincoln, is a place most proper and fit for the teaching and "instructing of children and youth, in regard it is very popu-"lous and stocked with youth, and, heretofore, a great concourse "of children and youth have flocked thither from the adjacent "towns to acquire learning[2];" we grant and ordain that there shall be "one grammar school in the said town of Louth which "shall be called The Free Grammar School of King Edward VI." So of private foundations there are many where the founder attached no restriction whatever to the enjoyment of his bounty, and not a few where he expressly repudiated any

[1] *e.g.* Tiverton.

[2] These same words occur in other charters also, as in that of Queen Elizabeth for Sevenoaks school.

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restriction. He ordered a master to be appointed, gave land or money for his maintenance, and enjoined on him the duty of teaching all who should come to him to be taught. Three such schools were founded by Archbishop Holgate in 1546, at York, Hemsworth, and Old Malton; the master of each being directed to "teach grammar and other knowledge, and godlye "learning in the same school freely without taking any stipend, "wages, or other exaction of the scholers, or any of them, "thither resortinge to learn and know the same." The same was the case at Leeds, Guisborough, Sedbergh, Skipton, Giggleswick, Tadcaster, Kirkby Stephen, Rivington, Wimborne Minster, Stamford, Wotton-under-Edge, Manchester ("there shall no "scholar, ne infant of what county or shire soever he be, "*being man child, be refused*"), Brewood ("for instructing of "youth, as well forriners as parishioners without takeing any-"thing therefore"), Wainfleet, ("quoscunque ad dictam scholam "accedentes libere et gratis sine cujusque rei exactione doceat"), and others.

b. Often present, either by foundation or subsequent rule.

Other schools were founded for the free education of the children of freemen of the borough, or of residents of the town or parish, or of the neighbourhood; but often with a distinct allowance of foreigners on payment. In many cases where the foundation contained no limitation either of number or locality, subsequent statutes, or orders of the Court have introduced them.[1] The inadequacy of the endowment to pay for teaching a large number of free scholars has often made this necessary, especially where, as is sometimes the case, the foundationers are entitled to further privileges, as books, clothing, board, lodging, fees to pay for their apprenticeship, exhibitions at the University, or mere gratuities on leaving school. In other cases the foundationers are entitled to be received, not gratuituously but for a smaller payment than others, and there is great diversity in the extent and nature of their privileges.

Summary of founders' intentions.

If we sum up briefly the purpose of the grammar schools, we may describe it to be, an education higher than the rudiments, conducted under religious influences, put within the reach of all classes, with an especial preference for the poor boy who is apt to learn, and frequently also for some particular locality. Partly from the founders' own directions, partly from decisions of the Court of Chancery, and partly from byelaws of the governors of the particular school, the execution of this purpose has been fenced round with various restrictions, which often defeat the object they were designed to save. To teach "grammar," and nothing but grammar, to compel all the

[1] *e.g.*, at Norwich in 1566. See Mr. Hammond's Report.

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scholars of schools founded before, as well as since, the Reformation to attend the Church of England services and learn the Church of England formularies, to exact no fees from scholars who are perfectly able to pay them, and to confine the benefit of a school within an ancient boundary, as if a town or parish lost the benefit of its school in so far as any non-parishioner was taught there, is to travesty the founders' intentions, and imprison their bounty within the walls which they built for its protection. Yet nothing is more common than to find such interpretations practically put upon the founders' intentions, and the schools rendered useless, or even harmful, in consequence.

II. THE PRESENT STATE OF THE SCHOOLS.

1. *Secular and Religious Instruction.*

(*a.*) *Secular Instruction.*

The grammar schools then were intended to give at least a higher than rudimentary education, and especially to prepare fit boys for the Universities. There are more than 700 endowed grammar schools. How many of them in any effectual way fulfil this intention?

We have a variety of evidence on this subject, and we will commence with the position of the schools as directly preparatory to the University.

1. How many schools prepare for the old Universities.

1. We have obtained nearly complete information[1] as to the number of undergraduates at the Universities of Oxford and Cambridge who have been at any one school for at least two years, and have gone to the University within one year from leaving the school. The total number of schools of all kinds in England and Wales which can thus be distinctly credited with the training of boys for the older Universities is 245.[1] Of this number 153 are included in our list of endowed schools, besides the nine schools of Lord Clarendon's Commission and Marlborough College. Nor would the numbers be affected to more than a very trifling

[1] Our account is derived (1), from information supplied by three-fourths of the undergraduates at Oxford, and more than half of the undergraduates at Cambridge; (2), from a distinct return made by the head master (*a*) of every school, which was named by any undergraduate as having been his place of education for two years and which he had not left a whole year before going to the University; (*b*), of every endowed school which had stated in reply to the Commissioners' schedule of questions that they had sent any scholar to the University in the five years preceding 1865. An abstract of the returns is given in Appendix VII. The table compiled from the masters' returns (Table iv.) is with certain additions (Table v.) the source of the statements made in the text. The number 245 includes King's, University, Owens', and the Cirencester Agricultural, Colleges.

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extent if schools where a youth had spent less than two years, or which he had left one year or more before going to the Universities were included. The same schools would be credited with a few more boys; but no other endowed school, and only one other school at all, would come into the list.

Thus the total number of endowed schools in England and Wales sending boys to the Universities is 166.

We have not full information respecting the above-named Nine Schools and Marlborough College, but it appears probable that they send more than half of the whole number of undergraduates belonging to the endowed schools.[1] Of the remainder, 23 schools, having at least nine each, send in all 431, or an average of nearly 19; 47 other schools, having at least three each, have 234, or an average of 5; 83 others have only 111, or an average of $1\frac{1}{3}$.

Our list of endowed secondary schools, as we have said, contains a certain number (say 80) which were not founded as grammar schools. If we disregard these, we yet have about 550 endowed grammar schools which are not, as a matter of fact, sending any boys at all to the University; and 83 more which have an average of $1\frac{1}{3}$ each. This number represents all that had left each school for the University in three successive years. It is obvious that as a general rule a school which does not send one student a year cannot be regarded as regularly preparing for the University. So that, making allowance for some few schools which have been too lately revived to have had time for sending students regularly,[2] we cannot consider more than between 80 and 90 of all the endowed schools in England as, in a proper sense of the term, University schools, and less than 40 of these are sending three students every year.

This state of facts involves a double loss; a loss of competition and intellectual atmosphere to the few university students who are scattered over the grammar schools which send one, or less than one, a year; and a loss to the other scholars, whose interests are often sacrificed to the predominant regulation of the school studies by the needs of the candidates for the University.

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[1] The ten schools sending the largest number of undergraduates, according to the masters' returns, had 336 students. Of these 242 appear in the list compiled from the undergraduates' returns. The nine public schools and Marlborough had in the list compiled from the undergraduates' returns, 643; if this should be raised in the same proportion they would have 890. It may be noticed that Cheltenham College (a proprietary school) sends probably more than any school except Eton, Harrow, Rugby, Marlborough, and Winchester.

[2] *e. g.*, Dulwich, Doncaster, Richmond.

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How many Schools *rightly* prepare for the old Universities.

The latter point admits of further illustration by a comparison of the number sent to the University with the total number of scholars. It is obvious that the number actually passing to the University represents a much larger number in preparation for it. And it often represents also another large number composed of boys whose parents desire that, though not going to the University, they should share in the same course of study and be under the same social influences as those who do. These two classes ought to form a majority of the whole school, if the school is to be mainly classical. Nor should the majority be *slight*. The practical injustice involved in the sacrifice of one set of scholars to another is greater in the case of youths not belonging to these classes than in the case of those who do belong to them, for the former are usually day scholars, the latter usually boarders. And there is probably but one public school which the day scholar can attend, while the boarder has a large choice, and if the curriculum of a school be not adapted to his wants, he is at no loss to find one that is. We shall hardly therefore be putting the requisite number too high if we say that a school whose studies are to be ruled by preparation for the University should have 60 per cent. of its scholars preferring such a curriculum. Even this would imply the possibility, and even the probability of 40 per cent. of the scholars being forced into a course not the best for them, and perhaps of a large number being kept away altogether. Nor, again, shall we be asking undue evidence of the fact that as many as 60 per cent. prefer a course of studies pointing to the University, if we require one-third of that number, or 20 per cent. of the whole, to be actually preparing for the University. If the proportion of boys actually preparing for the University fall below this, it is hardly possible to believe that the interests of the mass have not been unfairly sacrificed to the interests of a few. Mr. Fitch gives an instance in point: "There is one "school which, though destined for 200, has for several years "past had an average attendance of less than 60, which is not "popular in the town, and does not rank high in any respect, "but which puts forth statements showing that within the last "five years six boys have distinguished themselves at college, "of whom three are the master's sons."

Now, on examining the Table given in the Appendix, it will be seen that out of 80 or 90 endowed schools, sending at least one scholar a year to the University, only half—in fact only 32 besides the nine schools of Lord Clarendon's Commission, and Marlborough,—can be estimated to have this pro-

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portion of scholars destined for the University.[1] We do not at all say that these 32 schools, which at the present moment have 20 per cent. or upwards of their scholars preparing for the University, are the only schools which ought to be retained as University schools, or that all of these should be retained in preference to others. Any reconstruction of the grammar schools would involve many considerations which cannot be now adverted to; but there are two qualifications of the inference deducible from these figures, which require distinct mention. One is, that a school which by long custom or, as in some important recent cases, by original design, is intended for boarders exclusively, or all but exclusively, requires to be measured by a different standard from other schools intended mainly or partly for day scholars. Such a boarding school may fairly claim to regulate its course of studies exactly as it pleases. It owes no local allegiance; and a boy for whom a University course of study is not desired can as readily be sent elsewhere. Some day schools in populous neighbourhoods where there are other schools accessible, stand in a similar position. The other qualification is, that in a large town, a day school may be large also, and then the scholars destined for the University, though a small proportion of the whole number of scholars, may yet be sufficiently numerous to justify some special attention to them, though the main current of the school takes a different direction, and the general course of study be adjusted to the main current. Birmingham, Bristol, and Wolverhampton stand in this position; Leeds may be taken as having the 20 per cent.; Manchester has a much greater proportion.

How many prepare for the University of London

Few of the endowed schools appear to be preparing students for the University of London.[2] Out of 784 matriculated students[3] of that University who have informed us of their previous education, only 79 have been two years at any one of

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[1] This estimate is based on the assumption that a boy going to the University has spent, if a boarder, six years at the school; if a day scholar, seven and a half years, A school which has nine of its scholars at the Universities sends three each year, and these three represent 18 boys at the school in preparation for the University. If the whole number of scholars be 100, 18 per cent. is the proportion of University students to other boys. Some few boys may be intended for the University, but die or be prevented from going. In order to allow for this diminution we have counted in the numbers stated in the text all the schools which according to the table have only 18 per cent. or upwards.

[2] See also Green, p. 173.

[3] That is more than three-fourths of those who matriculated in the years 1864, 1865, and 1866. See Appendix vii., Table vii.

these endowed schools and matriculated within one year from leaving it; and these 79 are distributed over 49 schools. ENDOWED SCHOOLS.

Nor do the Oxford and Cambridge local examinations receive many successful candidates from the endowed schools.[1] We have examined the lists of the last three years; 71 endowed schools have passed 326 candidates in the Oxford junior examinations, and of these Manchester has passed 87; the other 70 have passed 239 in all, or very little more than one a year each; 13 only have passed an average of two a year. In the senior examinations 122 scholars from 46 endowed schools appear; of these Manchester has passed 29 candidates, and the remaining 45 have passed only 95 in all, that is, an average each of little more than two in three years. or for the Local Examinations? Oxford.

If we take the Cambridge examination lists, we find that 74 endowed schools have passed 424 junior candidates. Of these, Brewood, and Norwich commercial, schools, passed 36 and 34 respectively in the three years; the other 72 schools passed 354 scholars, or an average of five in three years each, 27 only passing an average of two a year. In the senior examinations we find 139 scholars from 45 endowed schools. Only 18 schools passed an average of one a year. The remaining 27 schools had only 36 amongst them. Not one in 10 of the whole succeeded in obtaining a first class in either the Oxford or Cambridge lists. Cambridge.

2. A second means of measuring the degree to which the present condition of the grammar schools corresponds to their founders' intentions is by looking at the subjects actually taught in them. We find 340, or about 43 per cent. of the whole number of schools in our list (excluding the nine schools) which do not teach either Latin (except possibly to only one or two boys), or Greek. And in very few of these cases is any effective instruction given in mathematics, French, or natural science. By far the majority, though not quite all, give no better education than that of an ordinary national school, and a very great number do not give one so good. Of the remainder, 183, or about 23 per cent. of the whole, are semi-classical, that is, they teach only the barest rudiments of Greek, or no Greek at all, except to perhaps one or two boys. There are 50 endowed grammar schools at present in abeyance. The remaining 209, or about 27 per cent. of the whole, are classical schools. This number is much larger than the number which can on any showing be credited with a single University student in three years; it is not far from three times the number which send one a year; 2. How many are classical, semi-classical, and non-classical.

[1] See Appendix vii., Table viii.-xv. Compare also Fitch, p. 307.

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it is more than six times the number of those which have 20 per cent. of their scholars destined for the University.

In the above account we have included as classical only those which are actually teaching classics. If the character given to a school by its master and trustees were to be taken the number would be largely increased. At the time when our inquiry commenced a return was being made by the grammar schools in compliance with an order of the House of Commons. This return comprises a list of the subjects taught in the endowed grammar schools. Mr. Fitch compared this return with the actual state of the schools which he inspected. "One school describes "its course as 'Greek, Latin, English, French, mathematics, "'geography and history.' Another, 'English, classics, and "'mathematics.' Yet both proved on examination to be ele- "mentary schools of the humblest class, and nothing beyond "reading, writing, and arithmetic was taught in either of them. "In Yorkshire and Durham alone I have counted 38 schools "which credited themselves at the end of 1864 with an ample "and varied curriculum, including Greek and Latin, and other "advanced subjects; but in which, on examination in 1865, it "was found that no scholars were learning the subjects so "described."[1]

The difference between the number of schools in our list and the number of those actually teaching grammar is especially striking in some parts of the country. Thus our list contains 28 schools in Cumberland and 40 in Westmorland. Of these only three in each are now classical, and only four in each semi-classical; the remainder are merely elementary schools. This vast discrepancy is, however, to some extent accounted for by the fact that a few in Cumberland and about 12 in Westmorland were not founded as grammar schools, although at one time Latin was taught in them. But there has been a considerable change in the position of education in these counties. The schoolmaster and parish clergyman are no longer the same person. Nor are the schools now the places of direct and immediate preparation for the ministry which they were once. A somewhat similar change in the position of the schools has taken place in Wales, but, the schools being far fewer in proportion to the age and population, their classical character has more frequently survived the change.[2] Another outlying county, Cornwall,[3] is also noticeable

[1] Fitch, p. 172. Compare Bryce, p. 506.

[2] See Mr. Richmond's memorandum on Westmoreland (vol. ix.), and the evidence of Revs. J. S. Hodgson and J. Simpson; and on Wales the evidence and appended memorandum of Rev. J. Griffith (all in vol. v.).

[3] So also Northumberland. See below, p. 171.

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for the decadence of its grammar schools, though the change here must have been facilitated by the insignificance of the endowments. Truro is the only classical school out of 11 schools in our list, and only two others are semi-classical. This is the more striking because in the next county, Devonshire, out of 18 the majority remain classical, and only one is non-classical.

3. In what subjects is instruction given, and is it good?

3. Thirdly, in order to show more in detail what is the general character of the instruction actually received, we will quote some passages from our Assistant-Commissioners' Reports.

Yorkshire—West Riding.

Mr. Fitch says, "On the whole, the classical learning prescribed "by statute in the large majority of the grammar schools may "be safely pronounced a delusive and unfruitful thing. It is given "to very few in any form. It is not carried to any substantial "issue in the case of five per cent. of the scholars. It is more "often taught to keep up a show of obedience to founders' wills "than for any better reason. It is so taught in the majority of "cases that it literally comes to nothing. Finally, it furnishes "the pretext for the neglect of all other useful learning; and is "the indirect means of keeping down the general level of education in almost every small town which is so unfortunate as to "possess an endowment." He speaks of the English language and physical science[1] as being seldom taught systematically, and rarely regarded by the head masters as a serious part of the school course. After criticising the methods employed in teaching arithmetic, he adds, "I am, however, less concerned here with "these matters of opinion than with the simple fact, that three-"fourths of the scholars whom I have examined in endowed "schools, if tested by the usual standards appropriate to boys "of similar age, under the Revised Code, would fail to pass the "examination either in arithmetic or any other elementary "subject."[2]

Lancashire.

Mr. Bryce, as regards Lancashire, gives a somewhat more favourable account of the knowledge of arithmetic and of the practice of the masters in endeavouring to give the instruction which parents desire. But he found the case different in other parts of the country. He says, "In Lancashire, owing, one must suppose, to "the strongly practical spirit of the people, the stringency of the "old rules has been almost entirely relaxed, and the education, "in most grammar schools, is quite as much commercial as

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[1] "Leeds was the only grammar school in which I have found a resolute and sys-"tematic attempt to teach science" (p. 182). Mr. Fitch also names specially Ripon, Halifax, and Richmond, as schools where other subjects than Latin and Greek receive proper attention (p. 170).

[2] Fitch, pp. 178–182.

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"classical. I did not know, or at least did not appreciate, the "extent to which this had been done until I went from Lan- "cashire into the western counties of England. In Shropshire, "Worcestershire, and Monmouth, those grammar schools which "have not sunk into parish schools, have preserved a dis- "tinctively classical character. Latin is taught to every boy, "Greek to all who remain long enough in the school; arith- "metic and even mathematics are looked upon as subjects of "quite inferior importance; modern languages are little attended "to; chemistry and physics are scarcely heard of. But in "Lancashire it may be said that the grammar schools have "almost all of them undertaken to give to those who seek it a "commercial education. So recently, however, has this change "passed on the old foundation schools, that the Lancashire "people have not yet had time to understand and enter into "the fact, and bring themselves to act accordingly."[1] Latin is taught to 41 per cent. of the scholars, and Greek to only 15 per cent. "A good deal of time is given to arithmetic, but the "teaching is very clumsy and unscientific." Of other subjects of instruction[2] his account, which applies to all, not merely to the endowed, schools, is, in brief, that French[3] and mathematics[4] are not subjects to which the teaching power of the school is more than very partially directed; that natural science is in the endowed schools hardly taught at all;[5] that writing is good, but spelling only tolerable, and geography "unsatisfactory,[6]" and little beyond the superficial facts of English history known, and that in a confused way. "From boys of 15 years old and upwards "I had sometimes exceedingly good answering in English his- "tory, and should probably have had it oftener, but for the "practice in classical schools of dropping English history soon "after 14, and substituting ancient."[7]

Flint, Denbigh, Montgomery, Glamorgan, Hereford, and city of Chester and town of Monmouth.

Mr. Bompas, who has given us the results of a very interesting and fairly successful experiment which he made in holding examinations of many schools in common (for the detailed results of which we must refer to his report), mentions in particular one fact which speaks forcibly of the little effect often produced even from teaching Latin. The following two questions were set in a paper: (1.) "Translate into English, *Epistolam quam misi vidit;*" (2.) Translate into Latin, "He was a good boy." From "well-managed classical grammar schools" 236 boys, who were learning Latin, gave answers to these questions. Of these boys 130 were over 13 years of age, and 106 below 13. Of the

[1] Bryce, p. 507. [2] Bryce, p. 506. [3] p. 644.
[4] pp. 621, 623. [5] p. 649. [6] pp. 604, 609.
[7] p. 614. Compare Hammond, p. 416.

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former only 76, or less than 59 per cent.; of the latter only 12, or less than 12 per cent., answered both questions correctly. (Of private schools, charging more than a guinea a quarter, the proportions on a larger number of boys were a little over 31, and 7 per cent respectively.) The account given of Euclid is even worse. At the same time it should be added that, "all "the masters agreed that the boys who learn Latin do best in "their English subjects, and," Mr. Bompas says, "the results "of the examination fully bear this out. There can be no "doubt that the great difference is owing to the fact that it is "the boys who are most proficient in other subjects who are "selected to learn Latin. Whether this is the whole reason it "is difficult to say; it may be worthy of remark, however, "that applying the same test to Euclid the results are not so "marked."[1]

Staffordshire and Warwickshire (including Birmingham).

Mr. Green's account of the grammar schools in Staffordshire and Warwickshire (excluding Birmingham) is so compact and pertinent that we shall give it at some length. "There were only "one or two schools at which I found lessons given either in "English history and literature, or in the French language, or "in chemistry in such a way as to have much educational effect. "As a general rule the knowledge of Latin in a grammar school "is the measure of attainment in all other subjects." Taking this as a criterion, Mr. Green states that there are only 97 boys in all the schools which he examined, "who, with any amount of time "allowed, and with unlimited use of the dictionary, would "make out for themselves with decent correctness an ordinary "passage of Cicero or Virgil. The power of translation into "Latin I found almost universally below that of translation from "it, and the knowledge of Greek lower in proportion to the "Latin than it would be at an ordinary 'public school.' . . . . "Of the whole number not more than four would be qualified in "knowledge of Latin for the 6th form at Rugby. Another 12 "might by the same test be fitted for the upper or lower 5th in "that school. The rest would range from the upper 'middle' "to the 'shell,' *i. e.*, they would in no case have less than five "forms and 200 boys above them."[2] . . . .

"As regards mathematics I only found five grammar schools, "viz., Stratford, Warwick, Coventry, Stafford, and Brewood, in "which any one was reading anything beyond Euclid and "elementary algebra, and at only one of these, Brewood, is the "mathematical standard relatively higher than the classical.

[1] See the tables (Nos. 21 and 22) given by Mr. Bompas, p. 39; and comp. Giffard, p. 150.

[2] Green, p. 147.

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"The five schools together would not furnish more than 12 "boys who had gone so far as plane trigonometry, and of the "rest of the 97 but a small minority had been over six books of "Euclid. As to knowledge of French I cannot speak precisely; "but I set or saw translations from French into English at "all the schools, where I understood that it was made much "of, and if 20 were taken as the number of those in all the "schools who could translate a passage from an ordinary "French writer for themselves, so as at all to understand it, "the allowance would be a liberal one. At Brewood and "Coventry, and at those schools only (to the best of my know-"ledge), lessons are given in history and English literature of a "kind which can be reckoned to contribute to liberal education. "These schools together might produce about 10 boys having "an intelligent interest in English literature, and a knowledge "of history that would be likely to continue with them. Che-"mistry is studied to some purpose by a few boys at Walsall "and Stafford."[1]

Norfolk and Northumberland.

Mr. Hammond's district comprised the two counties of Norfolk and Northumberland, and he appears to have attained a very complete knowledge of both. The last is almost a blank in respect of all education which could be regarded as preparatory to the University. In the former, no education of this description is supplied except at six, or at the most seven, schools, five of which are the grammar schools of Norwich, Beccles, Holt, King's Lynn, and Bungay.[2] "In none of them, except Norwich, does "it engross very much of the teacher's time or attention, nor "is it anywhere carried out to the same perfection as at such "schools as Marlborough College or the City of London school." In Northumberland very few boys indeed learn any Greek beyond the accidence; and Latin, except for a few boys, is regarded more as an aid to the acquirement of English etymology than for its own sake.[3] In Norfolk Latin, so far as it went, was in the endowed schools generally satisfactory. But hardly any boy in either county, except "at Norwich Grammar School, could possibly "have been set to write five consecutive lines of Latin not "taken from an exercise book." It is fair to add that Norwich sacrifices nothing to it. "In mathematics, modern languages, "and general literature the school has few equals, and certainly "no superior, in the county."[4] "French is in Norfolk a "recognized study in classical schools, as well as in most "of the semi-classical schools; . . . . . in some it was very

[1] p. 148.
[2] Hammond, p. 386, 327.
[3] Compare Fitch, p. 272.
[4] p. 401.

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"good, and in all but one satisfactory. In the non-classical "schools French, when attempted, is worthless.[1] Arithmetic is "in the great majority of Norfolk and Northumberland schools "practically, and perhaps educationally, the most important "subject taught; a large proportion of time and attention is "assigned to it." Only at a few schools is any useful knowledge of algebra given, and only at Norwich Grammar School does it extend beyond the solution of quadratic equations. Euclid is not satisfactorily learnt; it is taught too exclusively by the oral method in Northumberland, (though remarkably well at Newcastle Grammar School) and by papers in Norfolk.[2] Of natural science, Mr. Hammond believes no real or substantial knowledge is imparted in the two counties except at the chief private school in Newcastle. Of English subjects "history is the "least taught and the worst learnt.[3] Geography is a much "more favourite and successful subject."[4] English literature is hardly taught at all.[5] On the whole, Mr. Hammond's account seems more favourable than some of the others, yet of the 19 schools in Norfolk, 14 are not now really "grammar schools."

Devon and Somerset.

Mr. Stanton's and Mr. Giffard's accounts do not vary to any important degree from the others. Mr. Stanton (whose district was Devon and Somerset) notices particularly the great difference in knowledge of Latin between boys who were to leave school at 14 or 15 compared with those who were to stay till 16 or 17, the almost absolute incapacity to turn the simplest English into grammatical French, the very small proportion who could write from dictation 10 lines from an elementary history of England without a mistake; the great ignorance of notation in arithmetic shown by the lower boys; and the little attention paid to English literature or physical science except at Taunton College school, and a few others.[6]

Surrey (extra-metropolitan) and Sussex.

Mr. Giffard speaks of the private schools most at length, the endowed schools being comparatively unimportant in his district (Surrey, extra-metropolitan, and Sussex). But of the latter he observes, "I do not find that in the grammar schools where the "classics have been abandoned any fair substitute for them has "been provided. Modern languages, mathematics, the natural "sciences, music and drawing, are nearly unknown to them. . . . "For the most part a descent has been made from the highest to "the meanest kind of teaching. At Bletchingly and East "Grinstead for example the free boys are of the humblest class,

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[1] pp. 402, 403. [2] pp. 411–13. [3] p. 414.
[4] pp. 415, 417. [5] p. 425. [6] Stanton, pp. 19–26.

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"and are lucky if they learn to read and write. The schools at "Hastings, Horsham, and Rye would be distanced in competi- "tion with the best public national school."[1]

London (within 12 miles from Charing Cross).

Finally, Mr. Fearon, after speaking strongly of the small results obtained in the higher schools from classics in the case of boys who leave school at 16,[2] of the scanty number who can answer an easy paper in arithmetic, if the questions are not exactly in the shape fitted for the immediate application of a rule,[3] of the great inaccuracy and want of critical study of French, shown even by the head boys and even in translations from French into English,[4] proceeds to the third grade schools. He shows that the cost, chiefly from endowment, is often from 3*l.* to 8*l.* per boy, and that the education given is much inferior to that in an inspected national school which scarcely costs 30*s.* He describes in one the outrageous disorder of the boys, and the entire absence of any classification. After classifying them he found that out of 57 boys "the first 16 only, all over 12 years of age, could read "passably." The reading among "boys of *eight, nine,* and "ten years old was exceedingly bad." "The writing in copy- "books of those first 16 was exceedingly bad. I really "think it had every possible fault." In writing from dictation only one boy, in arithmetic none, would have passed successfully a Privy Council inspector's examination. Very little geography, and no parsing, was known. *History* was not learned. Mr. Fearon adds that though this was one of the worst endowed schools of the third grade which he visited in the Metropolitan district, there were at least three others which he thought almost as bad, and one which he thought worse.[5]

Drawing (generally).

Drawing, as an education of the hand and eye, and not as a mere accomplishment, is being gradually but slowly introduced in most parts of the country. In large towns the School of Art either relieves the grammar school of this task, or supplies well qualified teachers.[6] Mr. Fearon, however, says of his district that, with the exception of Christ's Hospital, he can hardly mention a single grammar school where drawing is satisfactorily taught.[7]

General results very unsatisfactory.

The foregoing account shows that the instruction given in the endowed schools is very far removed from what their founders could have anticipated, or from what the country has a right to demand. The districts assigned to our Assistant Commis-

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[1] Giffard, pp. 119, 120. [2] Fearon, p. 292. [3] p. 297.
[4] p. 301. [5] pp. 309, 310.
[6] Fitch, p. 305; Bryce, p. 655; Bompas, p. 23; Green, p. 130; Hammond, pp. 390, 430; Stanton, p. 25; Giffard, pp. 144, 151. [7] Fearon, p. 302.

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sioners embrace almost every diversity of character and population, yet the results appear very uniform. The other grammar schools, which are not included in the districts above-named, do not give a more favourable impression. It is true there are not a few exceptions, and not a few other cases which, if not exceptions to the general statement of the facts, are exceptions to the blame which the facts seem to impute. It is true also that some allowance must be made for the embarrassing effect of a stranger's examination, and perhaps more for the natural tendency of all inspectors to discover and note the defects which it is the ultimate object of an inspector to remove, rather than the good with which they do not desire to interfere. But all our Assistant Commissioners selected specially the easier subjects for their examinations; they applied a variety of direct tests, and collected a mass of other more indirect evidence; they examined and inspected a great number of schools besides the grammar schools, and had thus large opportunities of correcting any false inferences which may from time to time have suggested themselves. And their judgment receives strong confirmation from the fact, that this unsatisfactory state of secondary education is the natural consequence of the clearly proved absence in a large number of cases of the conditions of educational success. Untrained teachers, and bad methods of teaching, uninspected work by workmen without adequate motive, unrevised or ill-revised statutes, and the complete absence of all organization of schools in relation to one another could hardly lead to any other result.

Three special conclusions.

Before passing on to another topic we desire to call attention to three points:—

1. List of Grammar Schools, includes every kind.

1. Our list of endowed grammar and other secondary schools comprises as a matter of fact schools giving every kind of general education which exists in England, from those which are only just subordinate to the Universities to those which occupy the lowest place in the scale of primary education. A great many endowments for secondary education are wholly devoted, and a great many others are partially devoted, to uninspected primary schools.

2. They, and proprietary schools, alone give highest education.

2. The grammar schools with some proprietary schools, have almost a monopoly of the highest school education. This is clearly seen from the list of schools sending scholars to Oxford or Cambridge. There are few private schools in the list at all, and only seven or eight which show more than a straggling connexion. Nor, according to the account of our Assistant Commissioners, is the usual or average result of instruction in the different subjects of

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the school course inferior to that given in private schools fairly comparable with the endowed schools. In commercial arithmetic and writing, especially in the case of boys of 13 or 14, the advantage appears to be slightly with the private schools. In Latin and in the higher subjects generally, it is with the grammar schools.

3. Latin a test and an aid.

3. Small as the direct results of the teaching of Latin, and insufficient as the attention given to some other subjects evidently is, the Assistant Commissioners do not generally recommend the abandonment of Latin in their favour. Where Latin is best taught, French and mathematics are best taught also. Where Latin is not taught, other subjects are rarely well taught. The old meaning of grammar needs enlargement; but not, at least in most cases, entire change.

Defects in method.

The discussion of the methods of instruction in the several subjects is not one which we need enter into. It is sufficient to refer to the interesting and elaborate discussions of this matter by Mr. Hammond,[1] Mr. Bryce[2] and Mr. Giffard,[3] and the briefer discussions by our other Assistant Commissioners.[4] More teaching and less "hearing lessons" generally, but especially in history and geography; in arithmetic, more oral explanation to the class as a whole, in geometry more use of the blackboard, and in both more frequent examinations both orally and by paper; in French more attention to the grammar, and the provision of better text books; in Latin a greater use of exercises from the very first, and more firmness in the accidence and intelligence in the syntax, are especially noticed as much needed in a very large proportion of the schools.[4]

(*b.*) *Religious Instruction.*

What religious instruction is given.

The general facts may, we believe, be briefly stated thus:—In nearly all the grammar schools this instruction is in accordance with the principles of the Church of England. In the higher schools the Greek Testament, the Evidences of Christianity, and the History of the Church, are usually part of the instruction for the upper classes. In the lower classes and in the great majority of schools, the historical parts of the Bible are read, sometimes with explanations, or some easy simple reading book is

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[1] Hammond, pp. 391–430 (boys); 506–530 (girls).

[2] Bryce, pp. 602–668 (boys), 806–816 (girls).

[3] Giffard, pp. 186–198 (boys), 206–211 (girls).

[4] Fearon, pp. 295–303 (boys), 399–407 (girls), and Scottish Report, pp. 47–52; Stanton, pp. 18–29; Bompas, pp. 18–23, 51; Green, pp. 149, 150, 184, 185; Wright (vol. viii.), p. 675; Fitch, pp. 178–182, 267, 276.

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used, and the Church Catechism is learnt by heart.[1] The latter part of the instruction is very frequently a bare exercise of memory. "The majority of boys," says Mr. Fitch, "learn to repeat the "Catechism by heart, but are wholly unable to interpret its "language; and their mode of uttering the words shows that "they associate no meaning whatever with them. I have been "repeatedly told that ... it was not the practice to explain the "meaning of the words." Mr. Bryce speaks to the same effect. "As respects doctrine, I found in many schools a creditable "knowledge of the words of the formulary from which in-"struction had been given, but scarcely ever, except in senior "classes, and seldom even there, the slightest idea of their "meaning."[2]

Requirement that all should receive religious instruction,

not often enforced so as to exclude scholars.

As regards the practice of the schools in dealing with Nonconformists, those who would desire to interpret the founder's words so as to exclude from the school all whose parents do not consent to their receiving distinctive dogmatic teaching appear to be very few. On the other hand, there is a very wide and general consensus that, without impairing the religious tone of a school or hampering the master in his teaching, it is easy to consult the consciences of those persons who desire for their children an exemption from the instruction in the Church of England formularies. Mr. Bryce, who has put together with great force the results of a wide and careful examination, shows that (in Lancashire) Church of England schools are habitually attended by Nonconformists, and Nonconformist schools by the children of Churchmen.[3] The three schools of Liverpool College, which were expressly intended always to combine secular with religious instruction, and to give religious instruction in harmony with the Church, count among their scholars 10 per cent. of Nonconformists in the highest school, 20 per cent. in the middle, and 30 per cent. in the lowest, though there are in the town other schools of high reputation and public position which recognize no distinctive religious teaching.[4] The grammar schools teach the Bible, and usually, to some at least, the Church Catechism. Eccleston Grammar school is freely used by the Roman Catholics. Colne has one-third Independents, one-third Wesleyans, and one-third Church of England; and (a few) Roman Catholics. Preston has all denominations, one-half being Nonconformists. On the other hand, Stand has Unitarian trustees and head master, while half the day boys belong to the Church of England; Lane-head is in the hands of the Baptists and Inde-

[1] Hammond, pp. 395–397; Bryce, p. 509; Fitch, pp. 182, 183.
[2] Bryce, p. 657. [3] Gen. Rep. pp. 509–521. [4] Rev. Dr. Howson, Q. 2790.

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pendents; the scholars are Baptists, Independents, Churchmen, and Roman Catholics. An endowed school at Lancaster is managed and taught by members of the Society of Friends; the children are mainly Church of England, and none belong to the Society. In the two last the Bible is read with all the scholars; in Stand with the boarders only.

The evidence furnished by non-endowed schools is similar. "Taunton, Frome, Plymouth, and Yeovil all contain large "schools the masters of which are not members of the Church "of England, but mixed up with the pupils at all of them are "a large number of Churchmen's sons. There were 40 boys, "sons of Churchmen, at the Independent College at Taunton."[1] Mr. Hammond says that in Norfolk (where boarding schools are most in vogue), "both Churchmen and Dissenters are in favour of "denominational schools. In Northumberland, though most of "the foundations are connected with the Church of England, "the conditions of religious learning have been in general "relaxed in favour of Nonconformists."[2] Mr. Stanton states that twice only did he meet with anything like a grievance on this score. Even at Colston's Hospital, a strictly Church of England foundation, one-fifth are sons of Dissenters.[3] Mr. Giffard speaks of hearing of only one or two objections on the part of Dissenters to their learning the Catechism in endowed schools.[4]

Some notice may here be taken of the Guildhall Commercial School at Bury St. Edmund's, because the question of religious instruction was much discussed on the settlement of the scheme, and the law was laid down in very decided language by Vice-Chancellor Knight Bruce. The plan eventually adopted, of confining the religious instruction on week days to reading and explaining the Scriptures, and giving dogmatic instruction according to the principles of the Church of England on Sundays, makes the school, which is under trustees of different religious denominations, acceptable to all. More than half the boys attended on Sundays, the rest being excused by the trustees.

In a very recent foundation at North Tawton religious instruction in the Bible is required, but the Catechism is only taught to those boys whose parents request it.

But there are some instances of hardship.

Five schools in Lancashire enforce the Catechism upon all their scholars, yet strangely enough in only one of these, Bury, is this in accordance with what may be supposed to have been the founder's intentions. The present endowments of Bolton and

[1] Stanton, p. 65.
[2] Hammond, pp. 368, 369.
[3] Stanton, pp. 54, 55.
[4] Giffard, pp. 118, 119, 187.

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Kirkham are not older than the time of the Commonwealth, and no particular religious instruction was specified. Clitheroe was founded in the reign of Philip and Mary. The exclusiveness is due in the case of Bolton to rules of the trustees; in the cases of Kirkham and Warrington to recent schemes of the Court of Chancery; in that of Clitheroe to a narrow interpretation of some rules of the governors, made with the sanction of the bishop in 1835. The Roman Catholics, who are numerous at Bolton and Kirkham, having no good school in those places of their own, "complained (at Bolton) bitterly of their exclusion." At Langport Eastover (in Somersetshire) attendance at the parish church and learning the Church Catechism are necessary for all scholars, though the founder (in 1698) spoke only of learning the "principles of the Christian religion," and 15 years ago the Dissenters joined heartily in a subscription for providing a new house for the master.[1] At Snettisham some rules of the trustees, drawn up in 1854, require a certificate of baptism from every free boy, and enforce the learning of the Church Catechism and attendance at church twice every Sunday. The Chancery scheme did not appear to require this. Mr. Fitch says: "The "only cases in my district in which I have found a rigid enforce- "ment of the Catechism against the wishes of parents have been "schools for the poor and free scholars.[2] In schools where "boys pay good fees there is little or no exclusiveness.[3] The "three or four great schools in my district are in the hands of "earnest churchmen, and are characterized by earnest church "teaching, but I have found in them the children of Catholics "and of Unitarians, and I know that the wishes of such parents "have been considerately met. . . . . In this district there is a "strong wish for the legal enforcement of some such provision "as a 'Conscience clause' on all the grammar schools. . . . In "a small village the endowed school is generally the only "school; in a larger place it is the only secondary or middle "school. The grievance of excluding the children of Dissenters "is therefore far more serious in the grammar schools, as a whole, "than in the ordinary national schools. I have already said "that the protection of a conscience clause is not often invoked: "but it is the exceptional cases which furnish the measure of

Conscience clause necessary.

[1] See also Wem. The trustees of these schools appear not to be aware of Lord Cranworth's Act (given below in chap. iv.).

[2] At Great Crosby 28 foundationers are obliged to learn the Catechism, &c., and to attend church; the paying scholars are exempted, if objection be made.

[3] See Mr. Fitch's account of the Huddersfield Colleges, p. 233.

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"its necessity."[1] Instances are found in other districts also where, though no specific complaint was made, a feeling of decided want of confidence in the school existed on the part of the Nonconformists.[2] Mr. Green says that, "so far as he could learn, "Dissenters scarcely ever object to the presence of their sons "either at prayers according to the Liturgy of the Church "of England, or at religious lessons given by a clergyman, so "long as they have their evenings and Sundays at home, "and are not compelled to learn the Catechism." He adds that though the rights of Dissenters are generally protected in recent schemes by a conscience clause, or by the discretion of the head master, yet that "he saw enough to lead to the opinion "that the protection of the Nonconformist conscience cannot "safely be left to discretion, but needs to be systematic."[3]

2. *Terms of Admission.*

We have shown that the intention of the founders in establishing grammar schools and providing them with an endowment was to put the higher education permanently within the reach of all classes. For this object, they provided first, that the poor should be exempted from all payment, or, lest the poor should still be neglected, that no fees should be paid by any; and, secondly, that some elementary knowledge should be required as a qualification for admission, or sometimes that a preparatory school should be added in order that the grammar school might be able to discharge its proper functions of giving higher and not merely rudimentary education. We proceed to consider (*a.*) the effect of indiscriminate gratuitous admission; (*b.*) the effect of not enforcing an entrance examination; (*c.*) the mode of electing free scholars; and (*d.*) the rate at which capitation fees may be fixed.

(*a.*) *Indiscriminate Gratuitous Education.*

The question of gratuitous education is one which has excited constant disputes, and has led not unfrequently to serious quarrels, which have injured the prosperity of the school concerned, and embittered the relations between master, trustees, and inhabitants. There is no question to which the attention of our Assistant Commissioners has been more frequently called

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[1] Fitch, pp. 185–188. [2] *e.g.* Sudbury, Newark. [3] Green, p. 236.

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and none which in some or all of its bearings has been more fully discussed by them.[1]

The calculations of the founders when they gave an endowment and ordered no fees to be charged, either were originally mistaken or were defeated by the change in the value of money and the social condition of the country. The prohibition of fees created serious difficulty. The endowments failed to furnish an adequate income for the payment of the master or masters, and the school could not discharge its intended function unless some addition could be made to its funds. Lord Eldon's famous decision in the Leeds case at length came in aid.[2] If a grammar school was only for teaching Latin and Greek, then the freedom of the school was confined to those learning Latin and Greek. If scholars required anything more than the founder directed, they might be required to pay for it. An exclusively classical education, without French, arithmetic, or English, was not what boys needed or parents wished, and it thus became possible to increase the school funds by charging fees for everything else that was taught, while yet Latin and Greek were free. This course has been sanctioned repeatedly by the Court of Chancery, and acted upon in a very large number of cases. The amount of the fee is usually fixed without any reference to the amount of the non-classical instruction, and, in fact, by the need of the school and the local value of the whole education offered.

1. Difficulty in maintaining it.

It is obvious that such a method is open to serious objection. It looks like a fraud upon the founder's intention, and it may become a source of perplexity and local irritation. Thus Mr. Fitch relates that "one parent sent a boy to a school without payment in order to try whether the master would fulfil the "terms of the statute, and teach" (what the foundation named) "English, Latin, and Greek, for nothing. The determination was "persisted in for a year, and the boy afterwards removed in disgust, owing to his systematic exclusion from the writing and "arithmetic classes."[3] Such a course, adopted by a considerable number of parents, would evidently derange any school which was not a mere collection of classes in separate subjects. And nothing can be worse than that the education of a child should be made the battle-ground between schoolmaster and parents obstinately

[1] Stanton, pp. 39–50. Giffard, pp. 127–130. Fearon, pp. 304–311, 326–33. Green, pp. 96–117, 170 *sqq.* Hammond, pp. 434–442, 447, 454–461. Wright (vol. viii.), p. 681. Fitch, pp. 139–165. Bryce, pp. 468–480.

[2] Of the inconveniences of this decision in other points of view notice is taken in Chap. IV. p. 453.

[3] Fitch, p. 149.

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insisting on their supposed respective rights. Though this is doubtless an extreme case, yet the feeling which it exhibits is not at all uncommon in a less obtrusive form.

But there are a considerable number of grammar schools which are still open without payment to all comers, or to all the children of the privileged locality, or to all without distinction up to a certain number. Such schools exhibit a striking contrast to the schools, standing often in the same town or village, established for elementary education, and aided by local subscriptions and a State grant. The grammar schools were intended to give a costly education to all classes, and they exact nothing from any recipient in accordance with the words of a statute one or more centuries old, or with an inference from the title of *free* school. The elementary schools were established within the present century to give a cheaper education than the other to the poorer classes, and they exact some payment, though small, from every recipient, in accordance with modern rules expressly adapted to the circumstances of the time. The effects of the system adopted by the elementary schools are well known; the effects of the system maintained by many grammar schools may be ascertained clearly from the Assistant Commissioners' Reports.

2. Its evil effects.

The evidence before us tells almost uniformly against this system There is hardly a school to be found—we are not sure that there is one at all[1]—in which a grammar school is giving effectively an indiscriminately gratuitous education in "grammar." Either the freedom is not indiscriminate, or the school does not teach grammar effectively. The higher education and indiscriminate admission are incompatible. If the former is maintained, the school becomes of no use to those who seek only an elementary education; if the admissions are under inadequate conditions, the education is lowered to suit the wants of the scholars. A grammar school education, that is, an education which shall fit boys for the Universities, or the Woolwich or Indian Civil Service examinations, or without such special purpose shall give full play and discipline to their faculties, is a costly education, and requires a master of good abilities. Such a master will expect as large an income as he could obtain in other professions. In proportion as an education approaches to this standard in quality, does it approach to it in cost. Very few indeed of the grammar schools have an endowment sufficient of itself to give a high or even a moderately good education to a large number of scholars; and

(*a*) It prevents teaching grammar;

[1] At Birmingham and Manchester the number of scholars, though large, is much below the number of applicants; at Bedford a discrimination is effected by the existence of other schools equally gratuitous and more attractive to many applicants.

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yet, within certain limits, it may be said, that as you diminish the number of the scholars you both increase the cost of each scholar's education and impair the means and influences which may be well and wisely used to improve it.

To lower the character of the education is of course a partial remedy. But to lower the education is at once to reduce the privileges which the grammar school offers, and to reduce them where they are most wanted. The rich child can be sent to another school, the poor child of "pregnant wit" [1] must go without the very means of rising which the founder intended for him. Nor does a slight lowering suffice. To lower the education rather than impose fees, leads in practice to the reduction of the grammar school to the level of an elementary school. Those who require least education are the most numerous and the poorest class, and have the best claim to be heard, if the number and position of the recipients be regarded rather than the character of the benefit. The endowment is soon exhausted unless either the numbers coming to be taught are lessened by the character of the education obtainable at the school, or the education be made as little costly as possible by being limited to the rudiments.

or anything more than the elements.

In all education the importance of at least the head master in the school being a really able man cannot be over-estimated. If the income attached to the mastership of a first-class school be less than 1,000*l.* a year, or of a second-class school less than 500*l.* or 600*l.* a year, it is quite certain that high ability will not be attracted to such laborious and exhausting work. And next in importance to real ability in a master comes the presence of considerable numbers in the school. A small school is proportionately much more expensive than a large one, and it fails to give thorough stimulus to either scholars or master. The stir and dignity, the multiplied energy and mutual help of a large school are rarely compensated by any greater attention or more careful instruction in a small one. And yet it may be easily shown, by a comparison of the scale of endowments with the cost of good instruction, that very few endowments will suffice to pay for the instruction of more than a few scholars unless the character and worth of the instruction be reduced.

(1) Why this must be so.

A school should have an able master;

and be large;

The cost in a large first-grade school, like Marlborough College (520 boys), of first-rate instruction is about 20*l.*;[2] in a second-grade school, like the Whitechapel foundation (221 boys), and St. Clement Danes schools (95 boys), reported on by Mr. Fearon,

neither of which can a gratuitous school support.

[1] See statutes of Manchester School.

[2] See the fees of proprietary schools below, p. 165.

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is 8*l.* to 10*l.*;[1] of a third-grade school, from 3*l.* to 5*l.* At the City of London School (630 scholars), which stands intermediate between the first and second division, sending a few very successful scholars to the Universities, but with the large majority of its scholars leaving at 15 or 16, the cost is about 10*l.* 10*s.* per head. But there are not enough masters for the junior classes, and the masters are underpaid.[2] In all these cases the sum is exclusive of the cost of buildings, rates, taxes, repairs, and exhibitions to the Universities.

It will be at once seen[3] that very few of the grammar school endowments can, unassisted by fees, educate more than a very limited number of scholars, at least of the first or second grade. Of third-grade scholars it would be oftener possible to maintain gratuitously a considerable school. It is only, therefore, by reducing the education to what is suited only to boys leaving school at 14 years of age that the grammar school endowment can (except in a comparatively few cases) hold out; and by this reduction (it cannot be too often repeated) the school is rendered nearly useless to many whom the founders distinctly intended to benefit, and it fails to give to the poor boy, who is apt to learn, the means of putting out his talents to the best advantage.

(2) Facts show that it is so.

The facts abundantly confirm this conclusion. The only schools giving a really high education gratuitously to a large number of scholars are Birmingham, Bedford, and Manchester.[4] Manchester has 2,500*l.* a year, and the whole educational system is starved by the 250 free boys who are of a class abundantly able to pay fees; Birmingham spends over 9,000*l.* a year on the upper schools, and even this money is not enough at Birmingham; at Bedford nearly 3,000*l.* is spent on the grammar school, and it cannot be said that such good results are produced as the 900*l.* of endowment, aided by fees, produces at the City of London School.

The other schools which have remained gratuitous have accordingly reduced the character of the education. The effect is that the school offers, not indeed exclusively but mainly, a similar education to that which may be obtained in our National and British schools. The school becomes flooded with those who

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[1] 9*l.* (or with drawing 9*l.* 15*s.*) is the fee at the Philological School, Marylebone, "one of the best specimens of the middle schools of the second grade in the district." Fearon, p. 347.

[2] See the account of this school in Mr. Fearon's Report, pp. 277–288. Evidence of Rev. Dr. Mortimer, Q. 3512 et seq.

[3] See above, p. 110, and the tables in the following chapter.

[4] At Christ's Hospital only 40 boys out of 1,200 stay beyond 16, and only 80 beyond 15 years old.

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seek the merest rudiments of knowledge. They would have to pay something,—a trifle it is true, but still something,—at the National school, and they consider that they have a right to the grammar school. Claiming it as a right, and making no sacrifice for it, the parents are careless of their children's attendance, and careless of their conduct. The entrance examination often prescribed is no longer enforced, and the grammar school ceases to have any feature to distinguish it from an ordinary elementary school under inspection, excepting that the master is under strong temptations to be careless, the children are irregular in their attendance, and the benefit of inspection is lost. There are some exceptions, but they are rare;[1] a very conscientious and capable master, or very solicitous trustees, will occasionally prevent the complete decline of the school; but those who might profit by an education in grammar have to seek it elsewhere, or to go without it altogether; and the only result of the founder's bounty is to give the parents an alms of one or two shillings a week, and to save the well-to-do residents of the town or village their subscriptions to the elementary school.

(*b*) It makes a bad school.

In a hundred schools or more our Assistant Commissioners have noticed and commented on the fact of free admissions and their effects. Either the free boys are very irregular in their attendance, the master careless and dispirited, the parents unwilling to supply the necessary books, grammar no longer taught, and those who need it practically disfranchised, the village worse off for education than it would be if there were no endowment at all, invidious distinctions made between the free scholars and others, and the school starved: or the freedom is not indiscriminate, the free scholars are selected carefully by the trustees, or chosen by competition: or, finally, what is a more common case, they are too few to affect the mass, and the school having been long devoted to grammar teaching offers no attraction to those who require a merely elementary education.

A few instances out of many.

To take a few instances, almost any of which might easily be parallelled over and over again:—At Tadcaster, a graduate of Cambridge instructs about 60 children. "Only one child in the "upper division of the school could write from dictation a "sentence of words of one syllable without mistakes. Nothing "could be more disgraceful than the aspect of the copy books "and written exercises generally. No boy is learning Latin." At Kirk Sandall Mr. Fitch "found only two children who could "have passed the examination for the first or lowest standard in

[1] See reports on Cromer, Hartforth, Abbeystead, Bispham.

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"an inspected school." At Parker's school at Hastings, "no fee "is charged except 1*d.* to 4*d.* weekly for stationery. The school "is of the level of a second-grade National school, and answers," says Mr. Giffard, "neither the purpose of the founder nor any "other useful end." At Tottenham, Mr. Fearon says, "An "extremely bad elementary education is given to 42 sons of "labourers at a cost entirely from endowment of about 3*l.* 15*s.* "per head per annum, or more than twice the cost of the best "elementary education under Government inspection." At Edmonton Mr. Fearon found a similar education to be given (when he visited it) to about 70 boys, at a cost of about 5 guineas each. A Church of England school close by, which is inspected, had as good an average attendance, and the annual grant was only 27*l.* 9*s.* 2*d.* for all. At Penwortham the whole result of an endowment of nearly 1,000*l.* a year, "the largest in Lancashire, "except one, is to give an indifferent elementary education to "the children of one parish, and a slightly classical education to "about 10 of them yearly." At Stamford, with an endowment of above 500*l.* a year and two masters, reported to be industrious and efficient, "80 boys were present" at Mr. Eve's visit, "all "of whom were educated gratuitously. Two or three boys were "learning classics to some purpose, some others were struggling "with Greek delectus and Cæsar, and the rest receiving an "education no better than that of an elementary school." At Horsham there is an increasing endowment of 540*l.* a year, good school buildings, two good houses, and two masters who bear a high reputation in the town. There are 80 boys who pay nothing, not even for slates, are not allowed to remain after 14 years of age, and are admitted on an examination the stringency of which may be estimated from the fact that the majority of new comers spell simple words with the utmost difficulty. The education is no better than in a respectable National school, excepting that "ornamental penmanship" is much and successfully practised. At Bath, with a net income of about 400*l.* a year, there were at Mr. Stanton's visit 65 boys, of whom 50 were free boys paying nothing and elected by the trustees, after much solicitation and canvassing, The boys were all young and seldom stayed past 14 or 15 years of age. "The state of things is this: the sons of the smaller "tradesmen now get for nothing at the school a costly educa-"tion which they do not appreciate; they could get elsewhere "a much cheaper one of the kind they prefer, for which they "could well afford to pay, and the presence of their sons at the "school as foundationers effectually discredits and lowers its "social and intellectual character." At Newland Mr. Stanton noted the number of days on which the 12 foundationers had

been absent from August 13 to December 14. The days of absence averaged 24½ days for each foundationer.

Statement of Assistant Commissioners.

Mr. Green says,[1] "The effect of free admission I always found to "be so to lower the general character of the school as to deprive "promising boys of the humbler class of any real benefit they "might gain by entering it. It leads to the invasion of the "school by a mixed multitude of boys too numerous to be "absorbed in a higher element than their own, who get no good "from it themselves which they might not get elsewhere, and "prevent it doing good to others."

Mr. Hammond says:—"Gratuitous instruction when confined "to grammar, having had the effect of emptying the schools "where it was enforced, has been abolished altogether, or else "it has been transferred or extended to other subjects; in the "latter case the character of the schools and the quality of the "education have been invariably lowered."[2]

Mr. Bryce says: "Some two or perhaps three of the free schools "which I have visited were in a satisfactory state, and one indeed, "the school at Abbeystead in Over Wyersdale,[3] might claim to "stand almost at the head of schools of the same social rank in "the county. It is easy to conceive of circumstances under "which gratuitous education may be right and necessary. But "looking at the phenomena as a whole, it cannot be doubted "that the most frequent and most glaring instances of inefficiency, "neglect, and general mismanagement are to be found among the "free schools, and that these faults have become more rare in "the same proportion in which, during the last 50 years, the "number of free schools themselves has been diminished."[4]

Mr. Fitch says, "If there be two neighbouring towns of "which the one has a free grammar school and the other has "not, the latter is always the better off for the means of "instruction; for it is sure to possess a school which stands or "falls by its own merits. The former gets instruction, which is "not paid for, it is true, but which is worth nothing."[5]

The grammar school endowments are wasted if they give no more than can be, without serious difficulty or undue pressure, obtained without them. They are worse than wasted if they tend to keep out better instruction, better superintendence, and a healthier sense of a parent's duty towards his children, and of a rich man's duty to his poorer neighbours and dependents. Nor

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[1] Page 170. [2] Hammond, p. 457. See also p. 440.

[3] See Mr. Bryce's account of this School, p. 693. The education is slightly above a National school. See also Report on Drax.

[4] Bryce, p. 474. [5] Fitch, p. 153.

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can it fairly be alleged that indiscriminate gratuitous instruction is necessary in order to avoid a breach of the founder's intentions. It almost inevitably ensures a breach of them. The locality loses its distinctive grammar school, and the poor lose a benefit which they have no other means of obtaining.

(c.) Paying scholars necessary, yet do not assort with free scholars.

In the majority of cases, either by the original rules or by a subsequent scheme of the Court of Chancery, fees have been imposed on all beyond a limited number; but the number of free scholars allowed is often too great for the means of the school, and the class who come in as free scholars do not assort with those who pay. This is a difficulty foreseen by the founders, but not sufficiently regarded by trustees and legal tribunals. The difficulty is a real one. The endowment does not furnish adequate remuneration for a master who can teach anything beyond English subjects, sometimes for any master at all. There is, therefore, a necessity to get some scholars who can pay fees. This is done in one of two ways: either the freedom is left unrestricted to the residents, and the master is allowed to receive boarders, and charge them what he likes, or the number of free scholars is restricted and all beyond that number, whether day scholars or boarders, pay fees. But the trustees frequently do not take sufficient pains, or do not know how, to prevent the collision of classes.[1] It is for the good of the foundationers that an able teacher should be appointed and retained, and if he cannot be paid sufficiently from the endowment, the trustees seem to think it fairer and easier to allow him to fix his own terms and make his bargains as he finds most to his advantage. The result depends on the numbers of the free and the paying boys, and on the traditions and instruction of the school. But it is the general though not the invariable experience, that either the one class or the other go to the wall.[2] Boys who can add much to the master's earnings must be boys from a superior class, and they will not be attracted to the school to associate with boys of the same position in life as those in the National schools. Sometimes even a few such boys seem to form an obstacle to the schools becoming attractive to others. If, on the other hand, the reputation of the master is high, boarders or paying day scholars come, but the foundationers are, to say the least, often slighted, and, even where well taught, are yet separated from the others by some distinction, which is in fact invidious. The fee for day scholars not on the foundation is sometimes fixed so high as to be prohibitory of all but a few; and the classical character of the instruction is even enforced with additional stringency in order to exclude any resident's son who is intended for trade.

[1] See Bompas, p. 73.

[2] See Fitch, p. 199. Green, p. 55. Giffard, p. 121.

Thus, at Dedham, "the 20 foundationers are not allowed to use "the playground or to associate with the boarders out of school "hours. The playground is hired by the master at his own "private expense, and he therefore thinks that the day boys have "no claim to admission. The trustees of the school have pro- "posed to exchange a distant piece of land for it, so as to secure "a playground for the whole school. The head master opposes "this plan." At Bromsgrove, where the endowment is very small, but the exhibitions good, "there are 90 boarders, 10 or "12 paying day scholars, and 12 foundationers or 'blue' boys. "Between the two former of these classes there is no external "distinction, both are of the same social rank, the high fees "excluding the bulk of the tradespeople. The 12 foundationers "are sons of artizans and small tradespeople, and are dressed "in blue coats and knee-breeches. They are objects of scorn to "the rest of the school, and, although pains are taken to keep "them apart, it is found hard to prevent frays from occurring."[1] At Deythur, Howden, and, Easingwold, though the free boys are well instructed, a separation is made. At Deythur the "master's boarders are taught in a room divided from the free "boys, who are cottagers' sons, by a glazed partition. The first "class of the free boys say their lessons with the master's private "pupils, but prepare them apart." At Howden the free scholars sit in a different part of the room. At Easingwold "the two sets "are divided by a partition breast high; the master's desk was in "an elevated position, and enabled him to give some of the lessons "to both classes of scholars together." At Alton the small play- ground is divided "by an imaginary line between the boarders "and free boys, and a penalty imposed on transgressors." At Kingsbridge "the 16 free boys occupied one side of the same "room as the others, but were kept quite separate and heard in "classes by themselves. They made use of the playground at "stated times, but the boarders were forbidden to use it on "those occasions." At Guildford the 10 foundationers, though very well taught and standing well in the school, and carrying off in 1864 six out of 14 class prizes, yet were excluded from the school playground, which was used only by the masters' 90 boarders. At Lewes the playground is used by the boarders only. At Appleby (in Westmoreland) the arrangements are such that "the day boys are to a great extent deprived of the presence of the head master."

School becomes dislocated.

To add to the dislocation of the school thus caused, the master

[1] See also Reports on Lewes, Brentwood, Enfield, Brandon, Frodsham, St. Chloe, Blechingley, Crewkerne, Yeovil.

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sometimes regards the paying scholars, especially the boarders, as private pupils, and his relations to them are treated as quite independent of the ordinary powers of the trustees or of the obligations of the Statutes.[1] Thus at Hungerford the master presented only the eight free boys for examination to Mr. Fearon, the day scholars and boarders having been dismissed for the Easter vacation a day earlier than usual. At Deptford, where the foundationers were found to know almost nothing, "the master "said that he would on no account permit his private scholars "to be examined." At Easingwold, the foundationers are obliged to learn the Church Catechism and attend the services of the Church, the paying scholars are exempt from both. This differs but little from the plan adopted by other trustees, who simply bargain with a private schoolmaster to receive free of charge a few boys, and allow the name of grammar school to be attached to the private establishment without professing to be responsible in any way for its due conduct.[2]

All scholars to be treated alike by master.

Some of these evils might be removed by requiring the master to treat all scholars that were under his tuition in every respect as on the same footing. A school should have no respect of persons. If the prejudices of social caste be too strong to be wholly neglected, they should at least not be sharpened by harsh recognition. This is hurtful to those who are scorned, and is still more hurtful to the scorners. But, in dealing with the present system, it must be remembered that the distinctions of rank coincide roughly with kinds and cost of education, and with the ability to pay for it. If the school is to be a high grammar school, the requisite funds must be procured, and it is most unwise to squander the endowment on the indiscriminate admission of those who do not require such an education and cannot profit by it. If the school is to educate mainly those who stay there till 14 or 15 or 16 years of age, and not longer, boarders at expensive terms are as much out of place as unselected free scholars, and almost all persons who seek an education reaching to such an age can afford to pay moderate capitation fees. At what amount fees may fitly be put we shall discuss presently; we now proceed to show the effect of the failure to enforce an entrance examination, and to examine the mode of electing free scholars.

(*b.*)—*The Requirement of an Entrance Examination.*

a. Entrance examination, often exists in theory, and is absolutely necessary.

In order to keep the schools to their proper function the founders often prescribed the enforcement of a sufficient

[1] See also report on Newbury.

[2] See reports on Knaresborough, Scarborough, Bridlington, Plymouth, Penzance, &c.

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entrance examination. Nothing can be plainer than the evidence which the present state of the schools affords of its necessity. The cases are numerous in which the want or more frequently the neglect of such an examination, combined frequently with the absence of capitation fees, reduces the grammar school to the level of a bad elementary school, or even of an infant school.[1] To take only one or two instances:—at Butterwick the fifth class "cannot read, though by a byelaw of the trustees it is required that they should do so before entering the school. The third and fourth classes read and understood a simple story in words of two syllables. The second class did not spell well and knew no geography at all." There are two masters, with a total net income from endowment of 285*l.* a year and a good house for the head master. At Brigg where the annual net income is 529*l.*, "though boys are required by the rules to read decently before admission, very few of the lowest class of 20 boys can do so. The dictation was bad throughout the school, and many of the boys had not heard of the Thames or of Europe. One boy, the master's son, was learning Greek." At Walsingham, the master complains that the trustees admit boys grossly ignorant. "Some of the scholars are said to be unable to read a verse of the New Testament on their first coming to the school." At Loughborough[2] (a school of a very different type from these) "the examination for entrance is entirely in the hands of trustees, the head master having nothing to do with it. Reading and writing are nominally exacted, but the exaction appeared to be very lax." At the Mercers' School, on College Hill, "the examination consists solely in writing from dictation an easy verse of Scripture." Boys of 12 or even 14 years of age are often admitted into the lowest form totally uninstructed." At Monmouth[3] the admission is determined by a competitive examination in reading entirely irrespective of age, boys spending their time till 12 or 13 years of age in practising themselves in reading the book which it is known the visitors usually use in their examination. At Walsall the boys are required to be able to write their own names, spell simple words, and read the Gospels. But after passing this examination, they have to wait at least one year, sometimes two, before they are admitted to the school, and have thus ample opportunity of forgetting even this minimum of knowledge. The result is "they enter the school about the age of 10 or 11 in a state of elementary ignorance and

It is often neglected,

or badly managed.

or passed long before admission to school.

[1] Hammond, p. 427.

[2] See also reports on Crewkerne, Hartlebury, Islington, East Retford, &c.

[3] Mr. Bompas mentions that some change will probably be made in this respect.

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"(the demand in the town for clerks and apprentices being brisk) "scarcely stay three years." It appears to be hardly ever the case, that when the general freedom of a school is insisted on and retained, the entrance examination is made a serious test. Mr. Green says: "The entrance examination did not at any school "that I visited, even where it was strictest, preclude the "necessity of teaching the simplest spelling to the majority of "the boys that entered it."[1]

and rarely graduated by age.

Such instances as the Mercers' School and Monmouth point to the necessity of prescribing not merely a good entrance examination, but an entrance examination graduated by age. "If a boy of 15 is admitted, who has been "so neglected that he is unable to take a fair place along "with the average boys of his age, but must be placed in a "class amongst much younger boys, he is a perpetual fester in "the school. The chances are enormously against his being "industrious, and in favour of his being tyrannical and immoral. "Yet," continues Mr. Fearon, speaking of the metropolis, "few "secondary schools in this district have a system of admission "examinations graduated by age. The private schools are entirely "without it, so are frequently the proprietary schools, and even "among endowed schools it is rare."[2] Nor is it more common in other parts of the country.

It is evident that such an examination as that which we have recommended in our first chapter, to be put between the lower and upper divisions of each grade of school, would in all cases protect the education in the upper divisions from sinking to the level of an elementary school.

(c.) *The Selection of Free Scholars.*

Free scholars now nominated by the governors.

Either collectively.

Of two ways by which free scholars may be selected, by far the most common in fact is nomination by the governors. In some schools the governors nominate in their collective capacity, in other schools they exercise individual patronage. Collective nomination is liable to mistake for want of personal knowledge and responsibility,[3] but it often proceeds on some principle, the governors either choosing carefully those likely to profit by the education, or more frequently the poorest.[4] To choose the poorest of those to whom admission would be a real benefit is

[1] Green, p. 170.

[2] Fearon pp. 282, 533. Such an entrance examination exists at the City of London School and at Dulwich College.

[3] See report on Howell's School, Denbigh.

[4] *e.g.* at Kingsbridge. More favourable cases are Yarm, Stokesley, Guildford, Aylesbury.

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one thing; to choose the poorest absolutely is quite another. The former, if it can be satisfactorily done, is very desirable; the latter is at best a waste of a portion of the grammar school endowment. Nor is the waste confined to cases where real poverty may be pleaded. Mr. Fearon draws attention to the case of some of the schools kept by the city companies. Thus the Mercers, in accordance with an ancient obligation to keep a school to teach 25 scholars, maintain at an expense of 1,000*l.* a year a school for 70 children on College Hill, who are educated gratuitously and fairly well. "It seems probable that twice as "much good might be done with half the money, if the school "were larger and differently managed. It certainly seems a "most extraordinary policy to bring in daily from the country "and elsewhere boys whose parents could almost all of them "perfectly afford to pay a reasonable sum for their education, "and to shut them up in a small school on the river side." So in the case of the Brewers' school at Aldenham the teaching appears to be good, but the "free" places are not used so as to give a stimulus to education; they simply save the members of the company a few pounds a year.[1]

or individually.

Where the trustees appoint individually, the nomination is liable to be capricious, and to be decided by the same personal motives which may affect the disposal of any other patronage. In either case much depends on canvassing, and something may depend on political interest;[2] and where the freedom is coupled with the gift of clothes, or food, or money, the favour is sought by the parent far more for the sake of these than for the education, and the poverty of the parent is apt to be more regarded by the trustees than the prosperity of the school.

Evils of nomination.

No better illustration of the evils attendant on a selection by individual trustees can be found than at King Edward VI.'s School, Birmingham. For there is no question of the high position and character of the governors, nor of their real desire for the good of the school. But Mr. Green says[3] the effect is "that "it makes the primary education of boys, destined for the free "school, worse, than it would be if there were no free school at all "A parent relies on getting his son educated for nothing sooner "or later, but cannot tell whether it will be sooner or later, and "the chances are that he does not keep him regularly at a good "school in the interval. The consequence has been, first, a dead "weight of preliminary ignorance to be dealt with in the lower

[1] See also Fearon, p. 337, and reports on Bow, and the Corporation Schools at Alnwick, Berwick (Hammond, p. 291,) and Great Grimsby.

[2] Alleged at Birmingham, Colchester, Totnes, &c. See some correspondence respecting St. John's Hospital, Exeter, in vol. iii. pp. 200–203. [3] p. 99.

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" classes of the grammar school, and, secondly, the degradation " of the private schools. One day when I was in the school a " boy of 14, who had already been admitted, was examined by " the head master in order to ascertain what class he was fit " for. He knew no Latin, spelt wrong *roung*, did not know the " name of any river in England, or of any English king but " Charles I., or the capitals of Scotland, Ireland, or France, or " how much 30 pence made. He had been trained at a private " school, where 65 boys were taught by only one master. This " I was assured was by no means an uncommon case. Another " instance fell under my notice of a boy 16 years old, and the " son of parents rich enough to keep a carriage, who had not " even the qualification in reading and writing necessary for " admission. His parents, expecting the school ultimately to " teach him everything, had let him run idle."

The experience of Christ's Hospital is similar. Mr. Fearon has given the result in each case of his examination of 52 boys then newly admitted.[1] He sums up thus:—"Most of them were ill- " taught and backward for their age, which was on the average " 8½ years, though some were nearly 10, and one, the most back- " ward, who could do nothing but read a little, was just 10 " years old. It was clear that hardly any of them had had " a good preparatory education, and that the application of even " the most rudimentary test of intelligence and general know- " ledge would have caused the rejection of most of them."

Free scholars chosen by competition.

Admission by competition has been tried in a considerable number of cases, and there appears to be no doubt of its success. It is uniformly recommended by our Assistant Commissioners as likely to be the most successful remedy for the present state of things,[2] and seems to meet almost all of the objections to any other system of nomination or to indiscriminate admission. It is above partiality, whether personal, social, or political; it marks by natural selection those who can profit by an education higher than the rudiments; it puts the free scholar in the place of honour instead of the place of reproach; it stimulates the education without, and leavens the mass within; it encourages parents, masters, and scholars. As an illustration we may take the case of Doncaster,[3] where the system lately introduced is so remarkable that we shall give our Assistant Commissioner's remarks at length:—

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[1] Fearon, pp. 490–493. Mr. Gilpin's evidence, 7886–7902.

[2] Fitch, p. 159. Bryce, p. 478. Green, 104–109, 227. Hammond, p. 458. Mr. Elton in his reports on Dedham and Newport recommends the exemption from capitation fees to be made dependent on the yearly examination.

[3] See also report on Chipping Campden.

"At Doncaster there is a grammar school, founded about 1618, " and endowed with an insignificant sum. At the time of the " inquiry of the Charity Commission in 1827 the property of the " school was returned as derived from a small piece of land let at " 3*l.* a year, a further allotment producing 6*l.*, and the rent of " three pews in the parish church, let at 10*l.* 10*s.* a year. Besides " this sum of 19*l.* 10*s.* the corporation of the town made a volun- " tary or customary gift of 80*l.* per ann., in consideration of the " gratuitous education in classical learning which the master " undertook to give to all the sons of freemen who were sent to " him. At the time of the inquiry seven such scholars were in the " school, paying a quarterage for writing and accounts, and a few " others were admitted by the master as private pupils. In the " year 1862 a new scheme was framed by the trustees, under the " authority of the Court of Chancery. Under this scheme the " corporation of Doncaster agree to subsidize the school with 250*l.* " per ann.—not as a fixed payment in aid of the funds, but in the " form of capitation fees—at 25*l.* each for 10 free boys. These are " called 'Corporation scholars,' and are elected by competitive " examination. Every year there are about three vacancies. The " masters of all the elementary schools in the town receive notice " that a competitive examination will be held, and an examination " takes place in reading, writing, arithmetic, English grammar, " geography, English and Bible history. I learned that the " greatest interest was excited in the competition; that the " teachers of the National and British schools sent up their " choicest pupils, and were very eager to secure for them a good " place in the list.

" The privilege of election is deservedly prized by parents, " for the grammar school is under very able management, is " crowded with scholars, and is about to be transferred to new and " handsome buildings, towards the cost of which the corporation " and the inhabitants have liberally subscribed. The school has " two departments, a classical or upper school consisting of 91 " boys, and an English or commercial with 53 scholars, and the " parents of every corporation scholar when elected, have the right " to place him in either, according to their own choice. I learned " that seven-tenths of the corporation scholars entered the classical " department, and that most of them retain high places, and either " have had or promise to have a distinguished school career. " Selected as they are from the elementary schools of the town, " they are necessarily of inferior social position to the mass of " the boys in the school. But the head master assured me that " the intellectual superiority evinced by their success in the com- " petition and by their standing in the classes more than out-

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"weighed any disadvantage of rank, and that these boys were "looked up to with respect by every one in the school. More- "over, the fact that a lad had been thus distinguished caused his "parents, even when poor, to take a pride in his appearance, and "to make personal sacrifices with a view to maintain him "honourably in the position which he had won."[1]

Most difficulties may be thus avoided:— (1.) If town furnish enough day scholars;

Now here we have a solution, which appears to have satisfied those most concerned, a solution of most questions which arise in connexion with this subject. The school is an object of common interest to the whole town, and is recognized as such by the municipal authorities. Classics are retained not merely as the legal representative of the ancient grammar, but as at least one of the most important elements of high education. But the string is not drawn too tightly; classics are neither made the exclusive object of the higher education, but have mathematics and modern languages thoroughly associated with them, nor is there any refusal to those who prefer and have time for only an English education, to allow them to seek it in the grammar school. Yet the grammar school maintains its proper position above elementary schools, and exerts a beneficial influence upon them. The freedom is maintained without imposing a sacrifice on the master, and the poor boy has the avenue to high learning carefully kept open to him and enters it under encouraging auspices, and with the goodwill and respect of his companions.

or (2.) endowments give the means of attracting boarders;

But the same solution is not available in all places. Doncaster is a considerable town, and has therefore ready at hand the means for keeping up a grammar school, and for giving the preliminary education outside of it. The essential features, however, are independent of these advantages. A grammar school may be supported either by boarders from a distance or by day scholars of the place. If there be not a sufficient population within reach to supply a full complement of day scholars, the school may have the means of attracting some boarders. Good buildings or a considerable money endowment or good exhibitions will get a good master, and a good master soon finds means to create a school. If there be neither good buildings nor a good income from endowment, nor good exhibitions, the grammar school money may yet be applied, and applied with admirable effect, to grammar school purposes. And this in two ways: either by being converted into one

or (3.) some other school be called in aid.

[1] Fitch, p. 159. He adds, "The parishioners of Doncaster owe the resuscitation of "the grammar school to the wisdom and experience of their vicar, the Rev. Dr. "Vaughan, who suggested the details of the scheme, and who has watched over its "execution with unfailing zeal and interest."

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or more exhibitions to be held at some other grammar school or by being amalgamated with the elementary school, so as to enable this to have a higher class or department. Sometimes the endowment may suffice for both. We shall have occasion to speak of this matter in a later part of this report.

(d.)—The Rate at which Capitation Fees may be fixed.

b. Requirement that fees should not be charged is hurtful and unnecessary.

We have already shown that to press unduly the claims of poverty as the primary consideration is to withdraw from the poor as well as the rich the help intended in proportion as it lowers the character of the school. On the other hand, to impose fees at a rate which only the upper classes can afford, or to make the instruction of a character which none but those going to the Universities require, is often to inflict no less a wrong. That fees should be imposed is necessary in order to supplement the endowment, and to prevent the grammar school from competing with the elementary school. Nor are parents unwilling to pay fees, provided the fees are not excessive, and the education is suitable. At Atherstone (population 3,851,) indeed, though the education was thought too classical, yet every boy of every class that could in any sense be reckoned fit for the grammar school went to it. In 1865 there were besides 20 boarders 60 day scholars, all paying a fee, which, except in a few cases, was not less than 4*l.* 4*s.* a year. "Almost the best boys of the school were severally "sons of an exciseman and a gardener."[1] Good buildings, active trustees, and, above all, an energetic master[2] made this school present a striking contrast to the school at Nuneaton, a few miles off, where, with twice the population and no fees, there were only 25 boys in the school. "At Woodbridge, "in Suffolk, the fee for all but the 20 free boys is 4*l.* a year, "and the attendance includes almost all the possible town "scholars (75 in all) besides 15 from neighbouring parishes."[3] At the Grammar School[4] at Marlborough (population 3,684,) where the fee is 5*l.* 5*s.* for the modern department, and 6*l.* 6*s.* for the classical, there were besides 60 boarders, 30 day scholars, the majority of whom were in the modern department. The poorer tradesmen sent their children to the National school: the grammar school appeared to take all the rest in the town.

Parents are willing to pay moderate fees.

Instances.

[1] Green, pp. 158, 161.

[2] Mr. Sanderson; who had, however, left before our Assistant Commissioner visited the school.

[3] Richmond, vol. viii. p. 649. The population of Woodbridge is 4,513.

[4] The Grammar School is quite distinct from the College.

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What rate of fees can and will be paid?

This depends on many circumstances,

But so simple an account cannot be given of other towns. It is clear indeed that to determine what is the amount which parents are able and willing to pay is a problem which is complicated by several indefinite elements. The character of the instruction, the ability and popularity of the master, the reputation of the school, the social rank of the scholars, the habit of the district, are all matters which affect the willingness of parents to pay a fair or considerable fee. Nor is the willingness in any precise relation to the ability of the parent. In all ranks there are some persons, "the salt of their "class,"[1] who put education among their primary needs, and the clergy and professional men especially, though very thankful if a good education is cheap, will not be deterred by a comparatively high fee, from seeking for their children an education which is really good. On the other hand many persons (and this appears to be particularly the case with farmers) are swayed far more by the cheapness than the goodness of the education, provided only the scholars are not of a lower rank than themselves.

and is not precisely measured by the fees now paid at any class of schools.

No class of school appears to furnish a true measure of the amount at which fees may wisely be put. For first, the effect of the numerous endowments which exist for education is to lower generally the scale of fees below its natural standard—in the endowed schools themselves directly, in others through the necessity of competition with them. The Privy Council grant and subscriptions have in the case of the lower schools a similarly disturbing influence. And, secondly, while an endowed school has often special attractions, such as exhibitions or apprentice fees,[2] the natural effect of which is to raise the amount of the fees it could charge, private and proprietary schools often fix their fees at an amount which is intended to make their scholars select.[3] Thirdly, the existence of numerous boarding schools of every quality and cost, and the preference which is felt by many parents for a boarding school over a day school must tend to prevent a day school from finding in its own neighbourhood an adequate number of scholars at the fee it might otherwise have commanded. Where the boarding school is also a day school, the day scholar's fee is sometimes regarded as an unimportant element in the profits of the establishment, and is only kept up by the necessity, real or supposed, of excluding boys of a lower social rank.

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[1] Green, p. 153.

[2] As a matter of fact apprentice fees are usually found only in company with gratuitous education.

[3] Hammond, p. 340.

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Evidence offered by proprietary schools, especially at Liverpool.

In large self-supporting proprietary schools under good management the fee at least approximates to the cost of the education, though the contributions of the original subscribers and the desire of social distinction in some degree interfere. Liverpool is in a very favourable position for furnishing evidence on this point. There is not and has not been for at least 60 years any endowed grammar school, but there have been established within the last 30 years large proprietary[1] schools which deservedly bear a very high character. "It seems probable that the proportion "of the middle class to the working class is greater in Liverpool "than either in Manchester or in any of the other manufacturing "towns. It contains an immense number of persons ranking as "gentlemen, but receiving fixed and very limited salaries. The "College and the Institute cover the whole social area of what "is called the middle class. The brothers of many boys in their "lower departments may be found in National or British schools; "the brothers of others in the higher departments are at Eton or "Harrow."

The College contains three schools, the boys of which do not mingle with one another, but the distinction is made entirely by the fees. The Institute has two schools, and the Royal Institution has one.

The lower school of the College has 370 boys, children of small shopkeepers, clerks, and the better class of mechanics; and the average age of leaving is a little over 14. The fee is 5*l.* 5*s.* The commercial school of the Institute has 700 boys, of the same class in life as those just mentioned. They seldom remain at school after 13½ or 14 years of age. The fee is 3*l.* 10*s.* to 4*l.* 4*s.*, according to position in the school. In neither of these schools are Latin and French learnt by more than a few of the boys and in the Institute there is an extra fee for these subjects.

The middle school of the College has about 300 boys of a higher social position; they generally leave at 15. The fee is 11*l.* 11*s.*, Latin, French, and mathematics being taught throughout. The high school of the Institute has 225 boys of about the same social position, paying fees varying from 6*l.* to 16*l.*, according to the position in the school. Latin is taught throughout, mathematics to a half, chemistry to a third, and French to most. Some also learn Greek.

The upper school of the College has 180 boys, four or five of whom go to the universities every year. The rest go to business, and rarely stay later than between 16 and 17 years old. The

[1] The Liverpool College appears however to be really not a proprietary school, but an endowed school, the endowment consisting of the school buildings.

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fee is 17 to 22 guineas. The high school of the Institute partly occupies the same social ground, but the Royal Institution is a complete parallel. It has 100 boys, who leave at from 15 to 18, and pay 26*l.* 5*s.*[1]

In the College and Institute the salaries allowed for many of the lower masters are inadequate. The Institute is probably entirely self-supporting. The College and Royal Institution have had part at least of the expense of their buildings defrayed by subscriptions. Otherwise these institutions also are now self-supporting, and the fee is an index not merely of the amount parents are willing to pay for a good education, but of the cost also. It appears, therefore, that for the three kinds of education, classical, semi-classical, and non-classical, corresponding in the main to the three grades of scholars, parents in Liverpool are willing to pay from 16*l.* to 25*l.*, from 6*l.* to 12*l.*, and from 3*l.* 10*s.* to 5*l.* 5*s.* respectively, the lower extremes being for younger boys. Large as these schools are, they do not, according to Mr. Bryce, receive amongst them more than from a third to a half of the whole number of boys at Liverpool whose education is included within the scope of our Commission. Of the rest, some are sent to boarding schools, many to private day schools, where the fees range from 2*l.* 10*s.* to 8*l.*, and not a few to the schools aided by the Government grant.

All towns probably contain some persons who are able and willing to pay fees equal to those of the large Liverpool schools which we have named. But a day school fee must in ordinary cases be adjusted to the amount which will be paid without much straining by large sections of the people in the town and neighbourhood. If it is pitched higher, it soon becomes prohibitory of all but a few. Even in Liverpool it is clear that the lowest section of the class with which we are concerned does not go to the above-named proprietary schools. One out of a family may be sent there; his brothers will go to the Government schools or to schools connected with particular church or nonconformist congregations,[2] or to private schools, where they pay about 1*s.* a week, *i.e.*, 2*l.* 4*s.* or 2*l.* 6*s.* a year. At Halstead where the fees have been raised from 5*s.* or 7*s.* 6*d.* per quarter to 15*s.* and

[1] Bryce, pp. 733–636; Ibid., pp. 590–598, and 310, 311, and evidence of Rev. Dr. Howson and Rev. Joshua Jones, then the heads respectively of the College and Institute, Q. 2546–2828, and 6164–6364. Mr. Giffard gives 18*l.* to 28*l.*, 8*l.* 8*s.* to 10*l.*, and 2*l.* as the day school fees of three probably similar classes of schools at Brighton; the corresponding boarding fees being 47*l.* to 63*l.*, 25*l.* to 35*l.*, and 18*l.* to 21*l.* (p. 134).

[2] *e. g.* Some schools at Brighton (Giffard, pp. 154, 155), and some in Manchester, Liverpool, and Bolton (Bryce, p. 599). See also those named below p. 198.

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25*s.*, some of the poorer inhabitants have in consequence removed their children to a private commercial school in the town, where the fee is 2*l.* per annum.[1] Taking this class into consideration, we have four sections of the people above those for whose education the Government grant was intended. On comparing the fees paid with the number of day scholars at well-conducted grammar schools, and the probable number of boys of the classes with which we are dealing in the respective towns, we come to the general conclusion that as soon as ever the fee is placed above 1*s.* a week it begins to be practically prohibitory of some scholars of the classes in question; that when the fee is above 4*l.* 4*s.* a year the school loses almost all those who seek an English education only,[2] and that a higher fee than 6*l.* 6*s.* a year is rarely paid except by those who either seek a high education, or object to the society of school companions consisting mainly of the sons of ordinary farmers or tradesmen. When we pass the line of 6*l.* 6*s.* the school professes to give classical education, looks to the Universities for its standard, and appeals mainly to the clergy, professional men, and generally the upper section of the community. It is doubtful whether between 6*l.* 6*s.* and 15*l.* 15*s.* any particular sum could be named as creating any decided demarcation. But these limits are wide, and it cannot be doubted that as the fee rises towards the higher limit it becomes in some degree prohibitory,[3] especially when there are several sons in the same family requiring education. On the other hand, it has a better chance of excluding boys of a lower social rank, and thereby drawing to the day school some who would otherwise have been sent to a boarding school. A higher fee than 15*l.* 15*s.* is very rare in grammar schools and indeed in any except high proprietary schools.[4] It appears to be almost confined to large towns, where a sufficient number is found of those who would otherwise have gone to schools like Rugby or Marlborough, but whose parents

Scale of fees indicated by experience of endowed schools.

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[1] Elton's Report. See also Richmond, vol. viii. p. 649.

[2] See, for instance, Rev. J. Wallace, Q. 10,546-7.

[3] At Hammersmith the master thought it would not be safe *at present* to put the fee higher than 10*l.* The education is mainly classical. (Rev. H. Twells, 10,100). At Swansea it was thought a rise from 8*l.* 8*s.* to 12*l.* 12*s* might be made without diminishing the number of day scholars. (Mr. Bompas' Report).

[4] Cheltenham College, 16*l.* to 20*l.*; Clifton College, 18*l.* to 25*l.*; University College School, 18*l.* to 21*l.*; King's College School, 18 guineas, but including books and stationery, &c., 24*l.*; Malvern, 25*l.* to 31*l.*; Brighton, 18*l.* to 28*l.*; Islington, 12 to 17 guineas; Heston International College, 24 guineas; Blackheath, 20*l.*; Kensington, 20 guineas; Bath Proprietary College, 10 to 18 guineas; Somersetshire College, Bath, 12 to 18 guineas, with extra fee for French; Sheffield College, 10*l.* to 18*l.*; Walthamstow Forest, 21*l.* The Liverpool fees have been already mentioned.

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prefer a day school if they can get an education of the same character, and are all the more willing to pay the full cost of the education, because they can thereby maintain the social rank of the scholars.

Evidence from fees of private schools.

The private schools give confirmatory evidence. The offer of greater domestic comforts, more individual attention, and a greater freedom from admixture of lower social ranks enables them to maintain a somewhat higher scale of fees than those of grammar schools notwithstanding the active competition among them. Mr. Bryce's account seems to apply to most parts besides his own district:—"Taking one school with another it may be "said that the average cost of a good education in a private day "school, *including* Latin with some little Greek, mathematics, "*French*, and the *English* and commercial subjects, is from "12*l.* 12*s.* to 21*l.* per annum. Similarly a plain commercial "and English education costs 4*l.* 4*s.* to 8*l.* 8*s.* An education "scarcely more than elementary *i.e.* reading, writing, and arith-"metic, with glimpses of geography and crumbs of grammar "may be had for 3*l.* 3*s.* French, when an extra, averages "2*l.* 2*s.* per annum; drawing, 2*l.* 2*s.* to 3*l.* 3*s.* . . . . Above the "line of 6*l.* or 8*l.* per annum the commercial school begins to "pass into the classical, and the 16*l.* or 20*l.* school is pretty "certain to undertake not only classics and modern languages "but chemistry, gymnastics, and popular lectures on natural "history."[1]

Conclusion as to the rate of fees which may be imposed.

To sum up, it may be said that, as things now are, all classes habitually frequenting the schools within the scope of our Commission are able, and, at least, where they have no cherished claim to gratuitous education as a right, are willing, to pay from 2*l.* to 2*l.* 10*s.* per annum; that most are able and willing to pay about 4*l.* 4*s.*;[2] that a considerable number are able and willing to pay 6*l.* 6*s.*; that those able and willing to pay a higher fee than this are a much smaller number, but having a much larger proportion of persons who are willing for this purpose to strain their ability to the utmost. It is probable that a real and visible improvement in the schools will greatly increase the willingness to pay higher fees. On the other hand there is no doubt that in many cases a lower fee will *cæteris paribus* make the school more attractive.[3] Comparing these facts, both with the actual cost of good education and with the purpose of the endowments, which was neither to save those from paying who could afford to pay, nor to keep up schools giving a merely primary

[1] Bryce, p. 550.
[2] See Green, p. 188; Wright, vol. viii. p. 674.
[3] See Report on Oundle.

education for those who are unwilling to associate with their inferiors in social rank,[1] we come to the following conclusions:—That as a good elementary education and something more can be given for about 2*l.* 10*s.*[2] if the school be on a large scale, and a fairly good commercial education can be given for about 4*l.*, provided in both cases, that the building be given and kept in repair, there is no necessity or obligation to apply the endowments in cheapening to more than a slight extent the education of those who belonging to the commercial class seek no more than an elementary or commercial education; that any higher education is more costly than can at present be paid by many who might profit by it; that consequently an application of endowments becomes increasingly needful as the education becomes higher, if the fee for such higher education is not to be seriously prohibitory; but that the strain which would thus be put upon the endowments is lessened by the willingness, of those to whom high education is both a necessity of their hereditary position and an object of hereditary desire, to pay fees in a higher ratio to their means than is usual in other ranks of society. Consequently, in order to enable a school fully to reach those who are desirous, and rightly desirous, of using it, a third grade school and a school of a still lower grade require, if buildings be provided, but little help from endowment; a second grade (costing 8*l.* to 10*l.* per scholar, besides buildings) requires more; a first grade school (costing 15*l.* to 20*l.* per scholar besides buildings) requires more still. In the case of all, however, the aid is necessary, not so much for those who belong to the class, habitually seeking such an education, as for those of a lower class, or of means much lower than their class, who must if not aided put up with an education of a lower grade. The aid is especially useful in the case of second and first grade schools, because it is very desirable to extend the school life of all, and there is a clear gain to the general intelligence of the community in lightening any pressure upon parents which induces them, as soon as the instruction which appears absolutely needful is acquired, to withdraw their sons from school.[3]

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For what kinds of instruction aid from endowments is necessary,

and for what class of persons.

3. *Area from which privileged Scholars must be taken.*

3. Restrictions to locality.

The third matter to be now considered is the frequent restriction of the benefits of a school, or at least of its endowments

[1] Green, p. 191. [2] Rev. W. C. Williams, Q. 5167–5174; Fitch, 246, 247.

[3] See Hammond, pp. 440–444; Green, pp. 188, 221; Fitch, p. 164. "If a graduated scale of fees be adopted, it should be regulated by the age of a scholar, not by his standing in the school." Hammond, p. 458. "Never according to the number and nature of the subjects taught." Fitch, 143, 144, 164. On separate fees for the several subjects, see below, p. 241.

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does not always correspond to the letter,

and rarely to the spirit, of the founders' directions.

to a small area such as a town or parish. These restrictions are often not found either in the charter or the original deed of endowment, but have been introduced by subsequent benefactors or by decrees of the Court of Chancery.[1] Where it is due to the founders it is still very difficult to tell how far they held it to be important. But it is plain that many circumstances which probably weighed with them are now changed and changing every day. The endowment is often no longer what it was; and it seems hazardous to conclude because a founder has given 50*l.* to a village, that he would also have given ten times 50*l.* The ancient boundary often no longer means what it did: it was the boundary of a community; it is, for any but legal purposes, a mere geographical line, identified with difficulty.[2] The population is changed in number and class and character; warehouses and manufactories have supplanted houses, and the old inhabitants have moved to a distance.[3] To impose such a restriction was then, both a defensive measure against the local restrictions imposed in other places by other founders, and a necessary measure, if the education was to be gratuitous, in order to prevent the endowment being inadequate. But if the community has outgrown its ancient limits, if the schools are rendered poor and meagre by depending only on the local supply of scholars, if the freedom must be select to make it really useful, the ground of the restrictions falls away altogether. Moreover, fellow-townsmen and fellow-parishioners held much more closely to one another, and against men of other towns or parishes, two or three centuries ago, than they do now. It is, indeed, only by the gradual effect of civilization, that attachment to the locality of a man's birth or residence becomes purged from jealousy against other localities, and chastened by the feeling of a wider kinship. The increased facilities for travelling, and greater tendency to migration, have a moral and political, as well as a commercial bearing and importance. A man learns to love his own district less exclusively, but not less kindly, as he sees it is but a part of a far larger whole, in which all have a common interest, and as he realizes the necessity, if the whole is to be a living body, of an organization, which shall remove local barriers when they impede a healthy circulation.

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[1] Giffard, p. 125.

[2] "At Walsall sons of residents in the parish pay nothing for admission to the grammar school. Extra-parochial boys pay 10*l.* a year, a higher fee than is charged at any private school in the district except one. In the same street as the grammar-school, a few yards higher up, are several rows of respectable middle-class houses, which are in Rushall parish." (Green, p. 167.)

[3] Fearon, p. 248.

Three classes of cases require notice: (1.) Where the privileges relate to the admission of day scholars, and consist in the natives or residents being admitted either gratuitously, or, if all pay capitation fees, at a greatly reduced rate compared with outsiders: (2.) Where the admission of boarders is jealously restricted or prohibited altogether: (3.) Where eligibility for exhibitions to the universities is similarly restricted. Some restrictive conditions of tenure may also here be considered.

Restriction affects: (1.) Admission of day scholars; (2.) admission of boarders; (3.) eligibility for exhibitions.

(1.) Of the first no better instance can be found than Bedford. This town enjoys among other charities Sir Wm. Harpur's foundation, the income of which amounts to 13,600*l.* a year, and of this over 8,000*l.* is expended on schools practically almost confined to the town of Bedford. A non-resident pays 10*l.* 10*s.* for his son's education, a resident of at least one year pays 1*l.* 1*s.*; for a child born in the town, or one of whose parents was born in the town, no payment whatever is made. Yet the founder, like many other founders, whilst he limited some subordinate charities to Bedford, appears to have intended no such exclusive privileges for the locality as regards the school. He put the school in Bedford, but expressed no desire or intention to confine its benefits to the town of Bedford. The property which forms the endowment being situate in London increased enormously in value. Yet in 1764, two centuries after the foundation, a restriction was put (by Act of Parliament) on the qualifications for enjoying it, and thus an endowment to which Bedford had no exclusive claim, augmented by causes with which Bedford had nothing to do, simply increases the number of householders in a country town, and provides it with schools no better and little larger than are gathered around endowments of a fifth of the value judiciously applied elsewhere.[1]

(1. Admission of day scholars under wasteful rules.

St. Olave's School, Southwark, was intended for the sons of parishioners, rich and poor. But, as in the other parts of London, the class who formerly inhabited the parish have mostly migrated to the suburbs; and though railways have removed all physical obstacles to their continued use of the school, the legal limitation remains. The school has 2,400*l.* a year; it gives gratuitous education, and was, when Mr. Fearon visited it, except as regards two or three boys, little above a National school.[2]

[1] See Mr. Wright's report. The number of boys in the grammar, commercial, and preparatory commercial schools, is 751. The amount expended, excluding repairs, rates, &c. is nearly 5,000*l.* The number at the City of London school is 630; the endowment, 900*l.*

[2] Fearon, pp. 326–329, and special report. See, however, his note on p. 328.

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Such endowments as those at Bedford and St. Olaves' are very rare; but cases where the endowment is squandered on a free education, good or bad, as chance may rule, for sons of residents, admitted without any sufficient guaranty of fitness, instead of being applied to secure a good school within the reach of the residents, are too numerous to be mentioned. Nor is the privilege which is thus fatally protected, by any means fully appreciated. Mr. Stanton gives a long list of grammar schools in Devon and Somerset, where the number of actual foundationers falls below the number allowed.[1] But a small number of foundationers so admitted are often quite sufficient to destroy or impair the character of the school.

(2.) Admission of boarders.

(2.) The second matter in determining which the restrictions of place are often pressed is the admission of boarders. In some cases, as at Dulwich, the distance of parts of the favoured district is great enough to make some parents unwilling to send their sons as day-scholars. In other cases the limits are so narrow, that the admission of boarders is the admission of "foreigners."

Foreigners help by their money and their presence;

Now there are two practical reasons why it is undesirable to prevent foreigners coming to a school. The first is because they add by their payments to the resources of the school; the second is because they help to make the school effective by making it numerous. The latter reason is indeed almost conclusive if the

especially if a school is to prepare for the universities.

school is to prepare boys for success at the universities. It is very rare to find a school even in a large town which without the aid of boarders sends frequently and regularly to the universities successful candidates for high distinctions. Large competition of well matched antagonists is usually as necessary to the preparation for the contest as it is to the right conduct of the contest itself. Nor is this necessity confined to those subjects of instruction which are at present fully recognized. If new subjects, such as natural science, are to be adequately worked, high standards must be not only erected by boards of examiners, but, as it were, embodied in students who breathe and impregnate a scientific atmosphere. A few students here and a few students there are better than none, but they are taught at a disproportionate expense and work under serious disadvantages.

This shown by comparison of Norfolk and Northumberland.

Both reasons for the admission of boarders are illustrated by the circumstances of education in Norfolk and Northumberland, as compared by Mr. Hammond. "In Norfolk it is simply "impossible to establish a classical day school without boarders.

[1] Stanton, p. 32.

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"At Norwich, Great Yarmouth, and possibly King's Lynn, "semi-classical day schools might under very favourable circum- "stances remunerate an able certificated teacher. But as a "matter of fact, no private school in any one of these towns, "(the largest in Norfolk) which is exclusively a day school, is "any better than a National school: *à fortiori* this is true of "smaller towns and villages." At Norwich and Yarmouth there are excellent commercial schools, but Mr. Hammond points out that they are supported to a very considerable extent by endowments.[1] In Northumberland, Mr. Hammond says there were only four boys boarding in masters' houses in the whole county, exclusive of Newcastle, and the number is very small even in Newcastle, probably 50 at the outside. In some cases boys lodge in the neighbourhood in order to attend the day schools, but the number of such boys is small. The result is, the schools are purely local, and as at least partly the result of that, "except in very rare and exceptional "instances no *higher education* has been supplied by any "schools in the county for many years."[2] "On the average not "one boy in two years proceeds to any of the English Univer- "sities direct from a Northumberland school, and no boy "entirely educated in the county could ever attain any dis- "tinction at Oxford or Cambridge.[3] *Eight boys a year at most* "may pass on to Scotch Universities, but these would in many "cases be unable to join any class above the lowest. Moreover "there is no local centre in Northumberland for University "local examinations, and only two or three schools in the "county have ever sent in candidates for them."[4] Thus in Norfolk there are schools preparing for the universities, and they have boarders; in Northumberland there are no boarders (except at Newcastle), and there are no schools preparing successfully for the universities.

The current of practice and opinion as regards the admission of foreigners is by no means uniform in the case of different schools. The danger usually apprehended is the neglect of the special interests of the locality in the endeavour to make the school attractive to others. We have already spoken of this[5] and pointed to the securities which may be taken to prevent for the future any abuse. Where abuses have existed they are generally found to colour the opinions of the locality for a considerable time, unless they have been thrown into the shade by the

Objection to boarders only prevails in some places.

[1] Hammond, p. 459.
[2] Ibid., p. 386.
[3] Ibid., p. 279. On the position of Lancashire in this matter, see Bryce, p. 784.
[4] Ibid., p. 273.
[5] See above, p. 154.

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experience of manifest advantages. "At Pontefract, Giggleswick, "Sedbergh, and other places," Mr. Fitch says,[1] "great dissatis- "faction was expressed at the absence of boarders. The towns- "people seemed to believe that whatever made the school larger "would make it more famous and efficient, and that some "advantage to the town boys would arise from their associating "with lads of a different class who came from a distance. . . On "the other hand, at Burnsall, at Keighley, and at Pocklington, "complaints were made that the boarders were too numerous, "that they absorbed too much of the masters' time, and "that the advantages of the endowment were unfairly ap- "propriated by foreigners." At Ashborne, "boarders are the "chief object of the inhabitants' desire." At Wirksworth, "trus- "tees and parents agreed in complaining against the master for "not taking boarders," some parents desiring thereby to improve the classical teaching, others to benefit the town and its trade.[2] The same complaint is made at Newport in Salop. But at Bristol, where a recent judgment has forbidden any master to take boarders, and the school is suffering from want of funds, and many boys live in lodgings by themselves in the city in order to attend the school, a large party of the tradesmen and inhabitants are still opposed to the admission of any boarders. Mr. Bryce says, that in Lancashire though the answers of the inhabitants to his queries on this matter betrayed a little jealousy of the boarders, yet only at Clitheroe did he hear of any "insinua- "tion that the day scholars were at all neglected for the sake "of their more profitable classfellows. At Preston, Hawkshead, "Cartmel, and indeed generally wherever boarders are taken, "their presence was by all but a few grumblers looked on as a "gratifying proof of the master's popularity."[3]

(c) Restrictions on eligibility for exhibitions

(3.) The third head of restrictions relates to eligibility for exhibitions to the universities. Sometimes a part only of the day scholars are eligible, sometimes the exclusion of foreigners applies only to the boarders, the day scholars being all from within the privileged area. In the former case the restriction is peculiarly absurd. Thus "at Bolton only boys born in the parish of Bolton "are eligible, although part of Bolton town lies in the parish of "Dean, many boys from which attend the grammar school."[4] At Birmingham, "where there are 10 exhibitions of 50*l.* a year for "either university, if a son of an inhabitant of the parish or manor

often absurdly narrow,

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[1] p. 194. See also Report on Ripon.
[2] Mr. Wright's Reports. Similarly Bompas, p. 93.
[3] Bryce, p. 503, and Report on Oswestry.
[4] Bryce, p. 59.

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"in the opinion of the examiners is fit to go to college, he can "claim the exhibition over the head of a first-rate scholar, "although a foundationer, and perhaps residing nearer the school, "within the borough, but outside the parish."[1] In the latter case, that of boarders being excluded from competing for the exhibitions, the effect is very commonly in no way a benefit to the town. It is true foreigners do not carry off the town boys' privileges, but the town boys either do not value the privilege enough to protract their school life in order to protract still longer their educational career, or those who do value it fail to find in a school so cramped either the standard, the stimulus, or the instruction which can alone qualify them to put the exhibitions to good use. A town boy really desirous of getting a good education, still more one who had the ambition to do well at the university, would be far more benefited by a school which forced upon him a competition with others, even if he lost the exhibition eventually, than by a school which gave him the prize without giving him the struggle. It is bad when either a school is drawn from its proper course by having a university exhibition attached to it, or a boy is brought to a bad school by the prospect of an exhibition when he would otherwise have gone to a better.[2] It is bad also when any means of enabling fit boys to get the highest education are wasted, or when an unfit boy is sent where unfitness is often the precursor of idleness and extravagance. All of these evils are clearly encouraged by narrow restrictions upon the eligibility to university exhibitions.

Blackrod Grammar School has an exhibition of 65*l.* a year tenable for five years. "The children attending the school are "coal miners' children, who come to it from the National school "for the sake of a clothing charity, and leave school altogether "for the pit at 11 or 12 years of age. The present holder of the "exhibition came from Bolton by rail, six or eight miles, every "day in order to be taught, or rather to be physically present, "in Blackrod school, merely for the sake of this 65*l.* In other "words its effect was to bring a lad from a place where he "might have got a good education to a place where he must get "a bad one."[3]

Restricted exhibitions

The exhibitions from Macclesfield Grammar School "are

[1] Rev. C. Evans, Q. 5836–9. The Worfield Exhibition at Worcester is restricted in a similar way. See Mr. Bryce's Report.

[2] See the list (Appendix vii. Table iv.) of schools having scholars at the University. The number of scholars holding restricted scholarships is given.

[3] Bryce, p. 482.

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draw boys from good schools to bad;

and are taken by unfit candidates,

"restricted by the Act of Parliament of 1838 to sons of inhabi-
"tants of Prestbury (the parish in which Macclesfield is), that
"is in effect to day boys. . . At present the exhibitioners
"sometimes fail to pass their examinations at the universities."[1]

Chipping Campden School has "every fourth year a Townsend
"exhibition of about 80*l.* a year, to be held at Pembroke College,
"Oxford. It is instructive," says Mr. Stanton, "to see the fate
"of this supposed boon to the school on the last six occasions.
"On the first the holder, having been twice plucked, left
"the university degreeless; on the second the holder was
"unable to matriculate; on the third he was plucked for
"his last examination; on the fourth he got a first-class in
"mathematics; on the fifth he failed to matriculate; and on
"the sixth no candidate was even nominated." Mr. Stanton also gives an account of the result of a charity left in 1722 for (amongst other things) "the maintenance, education,
"schooling, and qualifying for, putting to, and keeping at,
"Oxford, of a lad to be chosen out of certain parishes in
"Gloucestershire. The only known instance of a youth chosen
"out of the privileged parishes was the son of a professional
"gentleman, who was elected in 1860, and sent to a clergyman
"to prepare for Oxford." During seven years he received from this fund in all nearly 900*l.*, and at last failed to pass his Responsions and had to remove his name from the college.[2]

or not filled up at all.

Very frequently the exhibition is not filled up at all.[3] Mr. Stanton gives the following account of the grammar schools in Devon and Somerset. "At Kingsbridge there were three vacant
"for want of boys to fill them, of the value of 40*l.* each, and
"there were none in the school at present likely to apply for
"them. So also an exhibition of 60*l.* has not been filled up at
"Crediton, and at Ashburton the Gifford exhibition to Exeter
"College had not been carried off by the school for 20 years.
"At Ottery an exhibition had long not been filled up, and the
"Glanville exhibition at Tavistock was in a similar predicament.
"At Exeter, I understood from the head master that till within
"the last 10 years the exhibitions, which average two a year,
"were not, for dearth of candidates, always filled up; and even
"now, except in two instances where the contest lay between
"only two candidates, there had been no competition for them,
"the examiner merely having to report that the candidate
"reached a certain mark. At Bristol in a school of 230, although

[1] Mr. Wright's Report.

[2] He afterwards entered at a Hall, but with what result is not yet known. *See* Mr. Stanton's Report on Wick and Abson Charity.

[3] St. Olave's, Southwark, and Monmouth are instances. See below pp. 492, 541.

"the exhibition is filled up, up to the present time there has been "little or no competition for it. At Bruton two exhibitions of "30*l.* have been vacant since 1861. At Crewkerne, where on "the average one exhibition is vacant every year, there is not "always competition, and an exhibition which is open only to "foundationers, (*i.e.*, the inhabitants and the parishes within six "miles round, a population of some 12,000), had only one applicant "during 10 years, and that applicant the son of the head "master himself. At Ilminster, during seven years only three "boys have applied for an exhibition, one being vacant every "year. At Bath an exhibition was offered to the school a few "years ago; three years elapsed before a candidate could be "found. Tiverton is the only school where the exhibitions seem "to have been filled up with tolerable regularity and to have "formed the subject of *bonâ fide* competition. Even here an "exhibition confined to natives of the town had not in 1862 "been filled up for several years."[1]

Greater elasticity required, because some schools are decaying,

The condition of other parts of the country is similar. The want of some more elastic system is clearly shown by such cases as Hull, where the grammar school has an exhibition not filled up since 1848, and a new proprietary college is being established for the purpose of giving a university education, but to which this exhibition cannot be attached;[2] and Gloucester, where of two old foundation schools, one (the Cathedral school) trains boys for the Universities but has no exhibition, the other (the Crypt school) has only two boys learning Greek, but has every fourth year an exhibition of 80*l.* per annum, which has not been filled up since 1853.[3]

A rare instance of elasticity is afforded by the foundation of Lady Elizabeth Hastings in 1739, who left valuable estates for exhibitions, now ten in number, to Queen's College, Oxford, for scholars from 12 schools, viz., eight in Yorkshire,—Leeds, Wakefield, Bradford, Beverley, Skipton, Sedbergh, Ripon, and Sherburn; two in Westmoreland,—Appleby and Heversham; and two in Cumberland,—St. Bees and Penrith, and the foundress wisely provided that if any of these decayed, others might be substituted in their place. Though the foundation is only 130 years old, the need for such a provision has already been shown. Accordingly Beverley, Ripon, Sherburn, and Skipton have been

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[1] p. 40.

[2] The local Charity Trustees rejected a proposal approved by the Corporation for combining the Grammar and Proprietary schools. Fitch, p. 204, and Report on Hull.

[3] Mr. Stanton's Report on Gloucester Crypt School.

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replaced by Hipperholme, Giggleswick, Pontefract, and York. Each school may send a candidate to compete for a vacant exhibition.[1] A similar fund in Shropshire furnishes 18 exhibitions tenable at Christ Church, but unfortunately they are allotted in certain proportions to six schools, being open in default of candidates to competition from all. Mr. Bryce points out that the only Shropshire grammar schools (besides Shrewsbury, which gets most of these exhibitions) that are at all flourishing as classical schools are Oswestry and Whitchurch, neither of which is in the number entitled to the Careswell exhibitions. Of those which are entitled, Wem had only 14 scholars, three only of whom "could get beyond the present tense of *rego*"; Newport had only 13 scholars in the upper school, with which alone the head master was concerned; Bridgnorth had six pupils, and Donington had none whatever. Shiffnal had sent no exhibitioner for 25 years, and it was uncertain whether the school was not a purely private one. We may add that another Shropshire school, Ludlow, has an exhibition vacant every year, but not open to the boarders, and only thrice since 1849 has one been filled up.[2] At Beverley there are eight small exhibitions unfilled, amounting in all to about 60*l.* a year. Instead of consolidating them the trustees actually distribute the amount in doles to the poor.[3]

whilst others are rising,

While exhibitions attached to some schools are thus wasted, other schools are endeavouring to found exhibitions for the purposes which these ought to fulfil.[4] The like phenomena are constantly occurring in every part of the field of our investigations. There is in the country quite as much desire as ever for a grammar-school education, and quite as much desire for the continuance of that education at the Universities; but the old grammar schools often do not give the education or do not attract a complement of scholars, and new schools have had to be started almost by their side.[5] So also there is quite as much need and desire as ever for an education stopping short of the University, but yet higher than the bare elements, and few grammar schools have succeeded in adapting themselves to this need. The whole system of grammar schools is out of gear. The schools require subordinating one to another just as the highest of them are already subordinate to the Universities. An exhi-

and all cannot well prepare strictly for the University.

[1] Fitch, p. 204. [2] Mr. Bryce's Reports. Ludlow is, however, beginning to rise.
[3] Mr. Fitch's Report.
[4] *e.g.* Lancaster, Preston, Felsted, Swansea, Monmouth
[5] *e.g.* Cheltenham, Marlborough, Framlingham, Bath, Leamington (near Warwick), Clifton (near Bristol).

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bition from a small school in Shropshire to Shrewsbury would be far more useful than an exhibition direct to the University; still more useful would be an exhibition, which the holder might take to any recognized place of education whatever at his own choice; and a relaxation of the conditions which now compel the holders of exhibitions to proceed to a University would sacrifice no interest which was worth preserving, and confer on the selected students and on the cause of higher education inestimable benefits.

Many exhibitions are tenable only at one college.

But before discussing such arrangements at length we must mention another restriction and that is the restriction to a particular college. For instance the Careswell exhibitions are restricted to Christ Church, and the Hastings exhibitions to Queen's College, Oxford. In the former case the estates which supply the funds are in the hands of independent trustees; in the latter they are in the hands of the college. In other cases, again, they are vested in the school trustees.

It seems probable that in cases like the first, there would be little difficulty in widening the area of selection as regards both the schools which should send candidates, and the college to which the candidates should be sent. In cases like the second there would be little difficulty in widening the area of schools; in the third case there would be little difficulty in widening the area of choice as regards the college. Under the recent University Acts a considerable number of exhibitions limited to particular schools, but which had not been filled up on several successive vacancies, were thrown entirely open, and the college thus obtained the benefit.[1] There can be no doubt that an analogous benefit would be reaped by a school which was set free from the tie to a particular college. Apart from the preferences which are felt for one college more than another, the poor exhibitioner is under a serious disadvantage in this, that he may be unable to obtain an open scholarship at the college to which he is thus sent, but may be able to do so at another. He has thus to take his choice between losing the scholarship at another college or giving up his exhibition. He cannot hold both as he otherwise might; and yet he may be in such circumstances as to require both to enable him to support his University expenses. Nor should it be forgotten that even a limitation to one University may seriously limit the attractions of an exhibition, and therefore, limit both

Harm of this.

[1] See Reports on Dorchester, Sandwich, Cowbridge, Abergavenny.

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its use in exciting competition and its real power of aiding successful candidates.[1]

iii. *MODE OF FULFILLING THE FOUNDERS' INTENTIONS.*

We have now to discuss the facts which point to the practicability of a more complete and successful fulfilment of the founder's intentions than is at present the case. First, we shall illustrate the necessity of fixing the grade of the schools; secondly, the means of bringing these schools within the range of the scholars needing them; thirdly, the need of exhibitions to enable boys to continue their education longer than they otherwise would; and, lastly, we shall point out classes of endowments which may profitably be used for the supply of new schools and of exhibitions for selected scholars.

1. *Illustration of the Reasons for grading the Schools.*

We propose here to discuss, in connexion with the facts, the permanent difficulty (already named in the preceding chapter) under which grammar schools labour, and which, though aggravated by indiscriminate gratuitous instruction, and by local restrictions, is not removed by their abolition. This difficulty was partly foreseen by many of the founders, when they instituted a "petty" school as preparatory to the grammar school. But they did not see the whole of it, for education was then much more uniform. The difficulty is this.

Reasons for fixing the grade of a school.

Except in a school of very large size it is not possible to carry on economically and satisfactorily the whole education of boys, from learning the elements to preparing for university contests. Still less is it possible to combine the education of different sections of boys who are intended to leave school entirely at all ages from 10 to 19. For, first, the methods and subjects of teaching are rarely quite the same, and may often be well made very different for boys whose school career is to continue till 18 or 19, compared with that of boys whose career is to end at 13 or 14.[2] Instruction, when most suitably ordered, is not one continuous piece of which any length cut at discretion shall yet be a whole. At any rate the last

[1] We may call attention to the fact that there are a considerable number of Exhibitions in the gift of the City companies. One witness stated that they are (at least sometimes) given away as matters of private favour. Mr. Isbister, Q. 9231.

[2] Giffard, pp. 194–5. Fitch, p. 167. Bryce, p. 502. Fearon, pp. 292, 295. Green, pp. 188–191. See also Mr. Green's separate reports on Walsall, Wolverhampton, Appleby, Atherstone, Loughborough, Wellingborough, Stratford-on-Avon, &c.

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year of a boy leaving school at 15 years old should be differently spent from the same year of age in the case of a boy going on till 18. Secondly, the oldest boys in the school are usually those to whom the head master gives most of his attention. If boys who are leaving school at 15 are found in the same school as those leaving at 18, the former obtain little of the personal teaching and immediate influence of the man of highest ability in the school. Nor, thirdly, is the economical argument less strong. The advantages of the division of labour are as great here as in other processes requiring human skill. It would be as unwise to distribute among the teachers in a school all the boys as they first enter, and leave each master to conduct the education, throughout all subjects, of boys in every stage of proficiency, as it is to assign to the grammar schools the same task of training for their widely different destinations the inhabitants of each small town or village in which the school happen to be situated. The trial has been made, and no one can read the Assistant Commissioners' Reports, or the evidence of our witnesses, without seeing that the plan completely breaks down, and is constantly and necessarily breaking down. The scholars do not get what they each most want. The boy training for the University does not find in the master of a small school the scholarship necessary for the highest teaching, nor in his companions the traditional aptitude which makes them helpful rivals. The boy destined for a profession requiring scientific knowledge is besides hampered by an over-proportion of classics, and discouraged by the little weight which the school attaches to success in science. The boy seeking a commercial education finds himself regarded as an inferior being, who may be left to the lifeless teaching of a lower master, and cannot expect any further culture than can be extracted from the Latin and Greek accidence. Nor is there any self-adjustment in the present system. The success of one school does not thereby, at once and naturally, determine others to adopt a different and subordinate function. They struggle on hopelessly and wastefully with the majority of their scholars either younger or less forward than three or four of their companions, who lose for want of competition and example, while yet they attract an undue share of the attention of the head master, and colour in an undue degree the general course and management of the school.

Three plans for reorganizing particular schools now in use.

At present, as Mr. Wright has observed, there are in use three modes of reforming Grammar schools so as to make them suitable for different classes of scholars, requiring a different education.[1] The first is to cut the knot at once by making

First plan.

[1] Wright, Sum. Min. vol. viii. pp. 668–671. Bryce, p. 500.

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two schools, a Grammar and a Commercial school, entirely separate, excepting so far as they both share in a common trust. On this plan the Head master of the one owes no allegiance to the Head of the other; and each school has its own subjects of instruction, which are sometimes strictly limited, so as to avoid direct rivalry. Bedford, Norwich, and Macclesfield may be taken as affording instances of this plan.

Second plan.

The second plan is to keep the school as one, but to enlarge the course of studies, and offer a certain choice among them to the scholars. This plan is exemplified in the City of London School and in Chesterfield Grammar School. In both these schools there are lower departments; but the lower department is strictly preparatory to the upper and ruled by it.

Third plan.

The third course is to divide the school into two, a Grammar and a Commercial school, but under one common master, who usually takes especial charge of the upper department, but has the other also under his general control. Under this arrangement a transference of some boys from the Commercial school to the Grammar school is usually provided for, but the one is not mainly intended and guided so as to prepare for the other, though the superior control being common to both enables some adjustment to take place. This arrangement is one introduced by several recent schemes of the Court of Chancery and the Charity Commissioners, as in the case of Derby, Stockport, Sandbach, Cheltenham (Grammar school), Dulwich, and others, but it has not yet come fully into operation.

Remarks on the first plan.

The first course has often been adopted in order both to satisfy those persons who desire for their children a Commercial education only, and also to avoid a mixture of boys belonging to different ranks. The fee, if any, is usually lower, often much lower, for the Commercial than for the Grammar school. The difference in the instruction is that Greek is not taught in the Commercial school and Latin not carried very far. At the Commercial school of Macclesfield, both Latin and Greek are absolutely forbidden. The advantages of this plan are simply those of independent management, a greater freedom in selecting subjects and method, less embarrassed action on the part of the Head master. The disadvantages are very serious; the interval between social ranks becomes increased, the schools are thrown into a kind of antagonism to one another, the standard of education in the Commercial department has a tendency to become lower, because there is no higher education set before either boys or master, no other aim for education visible than the attainment of merely business qualifications; and, finally, the poorer parents choosing the cheaper school, little chance remains for the poor boy of ability to be selected for a longer and higher education. Meanwhile the Grammar school,

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unless it have a very large endowment or can attract many boarders, is starved, both in money and in boys. Many who otherwise might have come to it are now drawn off to the Commercial school, often not because their parents could not or would not afford the higher school fee, but because they do not know that their boys can profit by the education which that fee would obtain for them.

Remarks on the second plan.

The second plan of combining different courses of study in the same school is exposed to the great dangers of either forcing all into a curriculum too exclusively classical, or of losing thoroughness in teaching any one subject, or any one class of boys, by striving to accommodate all. If by any alterations in the age at which Latin and Greek are begun, and the method of teaching them, this danger might be at least partially obviated —and we believe that this is not at all impossible—there would yet remain the dislocation previously named, arising from the mass of boys leaving at 15 and a small proportion only staying on later.[1] In a large town this small proportion might yet form a considerable school, and allow of good teaching in high subjects with an active and healthy rivalry between the boys. But in a small town, dealing only with its own limited population, the inherent difficulties of combining a thorough classical and a thorough commercial education appear insurmountable. There is more sensitiveness on the subject of the mixture with boys from lower ranks of society, because they are neighbours as well as schoolfellows; there is greater pressure against the grammar school's having a predominantly classical character, because there are fewer schools within reach to choose from; and behind all other obstacles rises the economical one, that high education requires able teachers, and the cost of only one able teacher exhausts any resources but those of a large endowment, or a profitable boarding establishment, or a large number of capitation fees. It is hopeless therefore to expect boys to be thoroughly trained for success at the Universities in the unaided Grammar School of any but a large town. Nor for the purposes of this plan can aid be sought in the admission of a large number of boarders. For boys seeking a boarding school will be deterred by a union of social classes and of different grades of education which a day scholar may be glad to accept. And yet these are the very advantages of the plan. It is an endeavour to unite social classes, to spread the benefit of able supervision over scholars who are to leave at an early age as well as over those who are to stay till later, and to keep open to poverty better nutriment for

[1] See Loughborough and Christ's Hospital, &c.

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budding ability than the course of an ordinary commercial school offers. In the City of London School this produces good fruit; but the school is large, the endowment is considerable, and the fee, though not too high for the instruction, is yet higher than can at present be expected from those who are seeking only a commercial education in a country town. In Chesterfield very few boys stay beyond 14 years of age, and, as regards the University, the school acts rather as preparatory to other schools than sends scholars directly from its own training.[1]

Remarks on the third plan.

The third plan, namely, a division into two schools separate, yet with a common head master and provision for promotions from one to the other, is in fact a compromise between the two other plans. It is of course not possible where, from lack of numbers or of endowment, a single common school is not possible; but where social prejudices are strong,[2] it may enable as much concession to be made to them, as is necessary, without driving the upper boys from the school, or the lower from the chance of rising. As a matter of fact it has been adopted partly for these reasons, and partly to shut out the evils of gratuitous education from the grammar school proper. Of the two links named, the common head master and promoted scholars, the last is quite essential, and the first too appears at present to be of considerable importance. Thus at Faversham, a certain number of the most promising "boys of the National schools are drafted by "competitive examination into the Commercial School," and provision is made for similar promotion from the Commercial School to the Grammar School. But this is not carried into effect. "It is not to be expected," says Mr. Elton, "that the head of a "commercial school of great excellence would wish his best pupils "to be periodically promoted into another school in no way con-"nected with him. To ensure the carrying out of the scheme "with complete success, the whole set of schools ought to be "under the supervision of the same trustees and the manage-"ment of the same principal." At Norwich, where a similar provision exists, not only has it not been acted upon, but proposals have even been made "to convert these exhibitions from the "Commercial School to the Grammar School into gratuities for "the best commercial boys on leaving school." Both these schools are highly praised by Mr. Hammond; so that it is not the fault of the masters, but the not unnatural rivalry which arises between schools thus situated which prevents the achievement of the connection intended.[3] This difficulty is however

[1] See Report on Hartlebury. [2] See Reports on Aylesbury, Walsall.
[3] Compare Reports on Caistor, Ruabon.

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probably not more than temporary. The relations between school and school, and between grammar and the claims of commerce throughout the country have hitherto been conducted under a cloud of uneasy suspicion and irritable prejudice: for lack of distinct functions definitely recognized each school has been thrown back involuntarily into an attitude of self-assertion, instead of many being united in reciprocal support. The gulf between the Universities or higher professions and the elementary schools is now filled by a loose mass of materials, which require selection and arrangement in order to make a firm and continuous path.

Conditions of a satisfactory plan of general organization:

We have spoken in the preceding chapter of the organization of schools which we believe, on the evidence brought before us by our witnesses and Assistant Commissioners, will best promote the cause of the higher education, and at the same time satisfy the wishes of parents. There are two great objects to be secured; first, the supply of good schools, readily accessible, giving the education needed and desired by all large sections of the population of the district, and secondly, the means of enabling the smaller sections, which consist of too few persons to make an effective school possible in the neighbourhood, to combine at the least possible cost with others at a distance. The sections of the population, which require an education terminating at the ages of 12, 14, 16 and 18 or 19, are respectively smaller as the age is greater. If it is unwise and cruel to the majorities to adjust the mode of spending their briefer period of school life to anything but their own greater profit, it is no less unwise and cruel to deprive the minorities of any chance of reaching a high education which they already have, or which they will make an effort, it may be at much sacrifice, to obtain. A bad organization of schools wastes the precious seed-time of the former, and prevents the full harvest of the latter. No scheme for remodelling the grammar school endowments can be satisfactory which does not aim at first securing a sound knowledge of the common elements of education, and then giving to all some culture which they are less likely otherwise to get, and increasing the number of those who desire more culture than satisfies others of their class.

(1) Consult the wants of the majority of the place;

(2) and enable the minorities of different places to combine.

1. Fix each school's functions;

2. Enable scholars to get to the school they need.

The first requisite, as we stated in the second chapter, is to assign definite functions to the schools, so as to prevent all trying to answer every purpose and thereby few succeeding in answering any. The second is to enable those who desire a higher or different education than that given in the school of their town or village to pass readily to another school.

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1. How far it is necessary to fix the school's functions.

1. The functions of a school are best fixed by fixing the grade of the school, that is, by determining which of the three grades of scholars it shall serve, and requiring it to conform its course of instruction to the needs of that grade only. To do this effectually a maximum limit of age for the scholars must be prescribed, and an entrance examination enforced. Both limitations are necessary to keep a school to its proper task; the former to guard it against the temptations incident to its own success, the latter to keep off obstructions which would impede it in its proper course. What the precise course of instruction should be it is well to leave as open as possible, nor is it at all necessary to give a precise definition, excepting in two particulars: one is that Latin should not be begun at least in second or third grade schools till the elements of a sound English education are thoroughly secured, the other that Greek should not be taught, except as an extra, in a school of either grade below the first, and not in all first grade schools. There is no advantage in fixing a minimum age for the scholars, beyond what is implied in the necessity of passing a good entrance examination. The knowledge necessary for passing this may be obtained either by attendance at a lower grade of the secondary schools or at the elementary schools, according to the particular grade of education for which a boy is intended, or at specially preparatory schools, or departments. The difference would be this, that the preparatory schools though losing their scholars, say at 12 or 14, would teach them on the assumption that they were to continue their education afterwards; the schools not specially preparatory would contain two classes of scholars, first those for whose needs the education is intended and who would leave for business when the maximum limit of age was reached; secondly, those who found the education suitable for a time, but left when they had exhausted it (in the case of clever boys, at an earlier age than others), with the view of continuing their education in a school of a higher grade.

(*a*) A maximum limit of age;
(*b*) An entrance examination.

(*c*) Security for thorough English education before Latin is begun.

(*d*) Exclusion of Greek from 2nd and 3rd grades, except possibly as an extra.

Instances of schools of the three grades.

The three grades of schools which we have thus described do not differ from a large number of schools which have been recently established, except in the restrictions we have proposed should be put upon them. The three schools of Liverpool College, the Royal Institution, and two schools of the Liverpool Institute, the three boarding schools established by Mr. Woodard in Sussex, are all analogous respectively in the classes of scholars intended to be served. Instances again of the first grade are found in Marlborough, Cheltenham, Rossall, Clifton, and Haileybury; of the second, in the County schools at West Buckland, Samp-

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ford Peverell, Framlingham, Dorchester, and Cranley; of the third grade, the most prominent instance is the school just started in Finsbury, by the Middle Schools Corporation, whose existence is due to the active and well directed exertions of Mr. Rogers.

We believe the restrictions which we have proposed to be essential to any reform of the endowed schools, which is really to meet the needs of the country. All these restrictions exist; some in one school, some in another, but mostly in theory rather than in practice. Moreover, they are not adjusted to the circumstances of the particular school, because the school itself is not adjusted to its proper place in an organized system.

(*a*) Maximum limit of age is often prescribed, but no adjusted to the circumstances of the school;

(*a*.) Thus at Dulwich a maximum age of 18[1] is fixed for the upper school, though most schools giving a classical education can retain their pupils till 19, and a maximum of 16 for the lower school, though the low amount of the fees (5*s*. a quarter) make it attract rather scholars of the third grade. At Christ's Hospital the education is mainly classical, yet not a twentieth of the scholars are allowed to stay beyond the age of 15. At Horsham the age of 14 is the maximum allowable, and the education is certainly not of a higher cast than that age presumes, but an endowment of 500*l*. a year is wasted on a day school of that grade with only 80 boys. At Rishworth, near Halifax, where 2,000*l*. a year is lavished on the entire maintenance of 15 girls and 55 boys, no girl is allowed to stay beyond 14 and no boy "beyond 16, except those whom the trustees may see fit with "the advice of the head master to select as candidates for the "University." Such a rule, though at first sight plausible, is not likely to work well. If the school is intended to be one of the second grade, a candidate for distinction at the University had much better leave it for one of the first grade; for he will either suffer himself or cause the education of the rest to suffer. If the exception is allowed to become the rule, the purpose of the school is altered. As a matter of fact only one scholar in seven years has been qualified to avail himself of a valuable exhibition to the Universities which the school supplies, and the master sees none now likely to be eligible. So at Stamford only the six head boys are allowed to stay after 15 years old. In recent schemes a maximum limit of age is usually fixed, especially where the school is distinctly intended to give a commercial education. This is the case at Norwich and Yarmouth Commercial Schools.

yet is clearly shown to be necessary, both by statistics

But how little correspondence there is between the curriculum actually in use at a school and the age of the great

[1] So also at Brentwood, Wimborne, &c.

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majority of the students, will be best seen by a comparison of the tables which will be found in the following chapter. Thus in the county of Stafford there are eight schools giving a classical education. Only two of these have ten per cent. of their scholars above the age of 16. In Warwickshire[1] there are six classical schools; only three of these belong, according to the same test, to the first grade. And the calculation on which this is made includes boarders as well as day scholars. The actual number of day scholars in all the grammar Schools (except Brewood and Birmingham), within these two counties, who were above 16 years of age at the time of Mr. Green's visit, was not more than about 20[2]. Again, of the grammar schools in the West Riding there are 12 which teach Greek and Latin; only six belong to the first grade. In Lincolnshire there are 10 classical schools, and only three are of the first grade. In Devonshire there are 11 classical schools, and only two are of the first grade. In Somerset there are six classical schools, and only one is of the first grade. But even this does not represent the full extent of the divergence. For we have not counted as classical schools any which teach Greek to one or two scholars only. And yet even in these the school may cling to its supposed classical character and offer little good instruction besides. Mr. Fitch visited "one village school endowed with "more than 200*l.* per annum, in which there were 50 children, "of whom four boys at the head were learning Latin, and these "four were arranged in three separate classes; two elder lads "working together at Homer and Virgil, and each of the other "two preparing every day a separate Latin exercise." The master told Mr. Fitch "that so much of his time was taken up "in hearing the lessons, that he was unable to give much attention to the rest. There is an exhibition of 50*l.* a year to Cambridge and one of the boys was seeking to qualify himself for "it. The trustees and the Head master pointed with much "pride to the fact, that one boy from the school was now enjoying this exhibition at Cambridge, and that another would be "prepared to succeed him. This was their only test of the "soundness of the school. Yet it is the only school in the "village. Its existence makes the establishment of a national "school impossible, and its general character is very low."[3] At Wisbech,[4] the grammar school with one boy qualified for an exhibition to Cambridge, which the school possesses, and 20 others, all under 16 years of age, of whom seven are

and by the evidence of Assistant Commissioners.

[1] Omitting Rugby. [2] Green, p. 174. [3] Fitch, p. 175.
[4] Richmond (vol. viii.) p. 641.

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boarders, contrasts very unfavourably with a private school close to the town, which has eighty boarders and thirty-five day scholars, most of the latter being sons of inhabitants. The private school gives a commercial education including Latin and French, the grammar school makes French an extra, and Greek a part of the regular course.[1]

(*b*) Entrance examination.

(*b.*) Of the lax way in which an entrance examination is now conducted at many schools we have already spoken, and of the consequent degradation of the grammar school. Mr. Green, whose report is very largely devoted to a solution in all their bearings of the questions which we are now discussing, says upon this point: "This state of things is evil negatively and "positively. Negatively, because the grammar schools, if they "would raise their education throughout above that which is "to be had elsewhere, and then give admission to it, thus ele- "vated, as the reward of early knowledge, have the power to "advance the elementary teaching of ordinary boys, by a space "of two or three years, and to put the stamp of public discredit "on the inability, now very common, of boys, born in compe- "tence, to read and spell at the age of 12, a power, which by "their present system, they throw away. Positively, because "not only do the mass of boys, owing to the waste of some "years which might have been given to elementary learning "before entry to the grammar school, lose all chance of availing "themselves of the higher education which the grammar school "has to give, but the few of more promise are kept back by the "dead weight of ignorance in the lower classes and by want "of competition when they reach the upper. It was my general "experience to find in the lesser grammar schools, one boy, in "the larger, two or three, so far superior to the rest as either "to have to be taught separately, thus seriously trenching on "the master's time, or to be distinctly kept back by classification "with inferior boys.[2] These inferior boys, however, would be "themselves quite an aristocracy compared with those in the "region below the two first classes, a region from which the "majority never emerge. Low as is the level of the first class "in a grammar school, it is a level which it is quite the exception "to reach."

(*c*) English to be secured before Latin is begun.

(*c.*) The third regulation is one of the utmost importance, because it relates to the promotion of boys from the primary and

[1] Comp. Wright, Sum. p. 669.

[2] He says the same of private schools: "In almost all the decent private schools "I found one or two boys, 13 or 14 years old, who seemed to have more faculty and "desire of learning than was ever likely to be brought out." (P. 207.)

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commercial to the higher schools. Mr. Green clearly sets forth this difficulty in both cases. "I never met with a school where a "system of transfer from the commercial department to the "classical was effectively worked. The transfer is useless, unless "made when a boy is still very young. A head-master may, no "doubt, by keeping up an active supervision over the lower "department, occasionally catch a promising boy in it while "still quite young, and get him transferred to the higher. But "here is a double risk. The head master may fail to notice the "boy, and the parents, accustomed to the lower fee, may be un-"willing to pay the higher. If, as at Burton, regular provision "is made for the admission of certain boys from the commercial "department to the classical without payment of a fee, boys do "not generally avail themselves of this till they are near the top "of the former. Then, having learnt little or no Latin, they "are not fit to be placed in the higher classes of the classical "department, while they are too old and too far advanced in "English subjects to improve themselves in the lower. Thus "a boy, whom parental ignorance or selfishness has once placed "in the commercial department, is pretty sure to stay there, "whatever his latent capacity. With nothing to stimulate his "ambition, he learns even the commercial subjects (this was "my uniform experience) no better than his neighbour in the "classical."[1]

(1) Case of promotion from commercial to classical department.

(2) From primary to grammar school.

Of the difficulty in the second case Mr. Green speaks thus:— "The only case I have met where boys were transferred syste-"matically from the National or British school to a grammar "school was that of the Bridge Trust School at Handsworth. "There a certain number are every year admitted freely by "competition from the schools for the poor. The trustees fix "the number at their discretion, so long as there be not more "than 30 such boys in the school at any one time. When I "was there, the practice had been to admit two free boys in "this way each year. The master considered that he could "fitly absorb about one such boy to every 20. In other cases "where boys had been transferred from a National school to a "grammar school, the experiment did not seem to have suc-"ceeded very well. The reason for its failure was generally the "same as that for which a transfer from the lower to the upper "department of a grammar school is generally a failure. It "had been made too late. The system of the grammar school "supposes that an average boy at 13 or 14 knows some Latin

[1] Green, p. 190.

" but is still imperfect in arithmetic; the advanced boy from " the National school, on the other hand, at that age (which is " the age at which he generally makes the transfer in question) " is perfect in arithmetic but knows no Latin; in consequence " he cannot adjust himself to the system of the grammar school " and gains little from it. If the grammar school maintained a " severe entrance examination for all boys in elementary know- " ledge, through which the best boys from the National school " under a certain age might gain free admission to it, the case " would be different. These latter would be caught younger, " while the ordinary boys at the grammar school would get their " arithmetic over at an earlier age."[1]

(*d*) Exclusion of Greek from some 1st grade schools and all 2nd and 3rd grade schools, except possibly as an extra.

(*d.*) The necessity of largely reducing the number of endowed schools, in which Greek is a part of the regular course, is illustrated (1) by the result of experiments, which have been often made lately, of dispensing with it in the case of some boys, while yet it is retained as the general rule; and (2) by the tendency of classical schools to become merely preparatory schools and yet retain classics.

(1) Exclusion from some 1st grade schools desirable.

(1.) Thus in some endowed schools, and still more in the proprietary schools, established by the professional classes for the education of their own sons, a modern department has been formed; the boys being allowed, after attaining a certain position in the school, to step aside from the main course, and omitting Greek, give their chief attention to mathematics or other non-classical subjects. Such departments have been established at Marlborough College, Rossall, Wellington, Clifton, Richmond, Norwich, and other places; and they show beyond question the desire that is felt for a high, but less classical, course, than was given in the older schools. Where the modern department is really, as at Cheltenham College, a large and distinct school, with the Woolwich examinations for its test and goal, the want is more nearly met. But where it is only a side current from the main stream, it has a tendency to become sluggish, receiving the waifs and strays of classes, those who desire an escape not from any subject in particular, but from hard work generally.[2] At Christ's Hospital, the Latin school is formed of 150 boys, who have at a certain age failed to pass a very easy examination in classics. They appear to make exceedingly little progress during the remainder of their stay at school. It is true this Latin school is almost a caricature of a modern department as generally understood, but they exhibit

Illustrated by failure of modern departments.

[1] Green, p. 253. See also Fearon, p. 295.

[2] Compare Green, *p. 189.*

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the same faults as it exhibits, but in a less extreme and less obtrusive form. They are either cramped by too exclusive a regard to one special examination such as that for admission to Woolwich, or, more frequently, the boys work with a sense of past failure, and with no definite and encouraging aim in the future.[1] If there were some public examination to give *éclat* to success, if the Universities gave a more cordial welcome to students who knowing no Greek, could yet prove their industry and ability in other branches of knowledge, if a modern department ceased to lie almost avowedly in the shadow of a successful classical school, there is little doubt that much ability now latent would find its appropriate stimulus, and the ranks of many trades and professions receive recruits with a more special, though still liberal, education.

(2.) Greek to be (only) an extra in 2nd and 3rd grade schools.

(2.) Most first grade schools would retain Greek as part of their regular course, and schools of a lower grade would not. Whether an endowed school could wisely be made entirely or primarily a preparatory school, is a question which can scarcely be decided absolutely in the abstract. But a classical preparatory school is one which would appeal in most towns to a very limited class. It does not satisfy the needs of the minority, still less does it give the majority what they chiefly want. In fact it cannot exist except by the aid of boarders and high capitation fees. Thus at Chichester the Prebendal school, which enjoys a considerable though variable endowment, gives a classical education to but eighteen scholars, all under 14 years of age. Honiton grammar school and Fauconberge's school at Beccles, with small endowments take a somewhat similar line, but have 63 and 32 scholars respectively. Mr. Hammond, in comparing the state of education in Norfolk, where there are five or six schools mainly of this kind, with Northumberland, where there are not, speaks strongly of the importance of not hastily converting such schools, "so long as they have a fair number of scholars, "into cheap day schools for the trading community alone. "They are extremely useful to clergymen and poor professional "men, who naturally and reasonably desire for their children a "more expensive education than they can well afford to give "them. The ardour of this class in furthering the educational "interest of their families is of advantage to the general public, "who without feeling the same enthusiasm share in the benefits

Instances of classical preparatory schools.

They answer a useful purpose,

[1] Rev. G. Bradley, Evid. (vol. iv. p. 419). Rev. Dr. Howson, Q. 2705–2712. Fitch, p. 170. Giffard, p. 150. Fearon (on the Latin school of Christ's Hospital), pp. 487, 507.

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"which result from it. If it were once repressed by the extinc-
"tion of such schools, or their conversion into semi-classical
"establishments, the standard of education in Norfolk would
"sink to a lower level."[1] The difficulty really turns more upon Greek than anything else. A school retaining boys till they are sixteen years of age might give sound Latin teaching, whether the boys completed their school education there or not. All deviations from the regular course are undesirable, but perhaps if an opportunity were afforded for commencing Greek as an extra, the interests of these classes might be sufficiently considered without causing serious loss to the inhabitants of the place generally. Mr. Hammond himself does not consider that boys of remarkable promise could be wisely left at these schools, even as they are now, beyond 15 or 16 years of age, and recommends their transference "to the more successful public schools." The whole question is however part of a much larger one, which we now proceed to discuss.

but this purpose perhaps may be answered without sacrificing the interests of the majority.

2. *Means of Access to the Schools.*

The number of boys requiring schools of these several grades is much greater for the third than for the second, and for the second than the first. A country village or small town would not be able to support any day school except of the third grade. In larger towns or populous neighbourhoods a second grade day school might succeed, but the town must be still more considerable to furnish many day scholars to a first grade school. While, therefore, boys requiring schools of the higher grades must often be boarders, there is less difficulty, as there is, owing to the more straitened means of third grade scholars, greater necessity, to provide day schools of the third grade. We have, therefore, to consider (*a*) how the special condition of the classes requiring third grade schools may be best met, and more generally (*b*) the distance from which a day school is accessible, and (*c*) the means of reducing boarding expenses. We shall then be in a position to discuss what further help can be given by means of exhibitions.

(*a.*) *Preparatory Education, and Third Grade Schools.*

For admission to schools of any of these grades the possession of some elementary knowledge will be required, and this must be obtained either at home or in a lower division of the same

Preparatory schools necessary,

[1] Hammond, p. 443. Mr. Hammond thinks Greek cannot be taught satisfactorily as an extra, p. 398.

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school, or in a separate preparatory school. A school of a lower grade may often be found to serve as a preparatory school for one of a higher grade, but that is not its proper function. Nor is it the function of any of them necessarily or primarily to give elementary education. The very name of Grammar school has always been understood, and rightly understood, to imply that the school was intended to teach something more than the elements, and that some fair amount of preliminary education had already been given before the scholar entered the walls. It is worth while to consider the question how far, if at all, endowments of this character can be used for preparatory schools. Two cases will need separate discussion, since it will be found that preparatory schools of the third grade differ in some essential particulars from preparatory schools of the two higher grades, and if the same conclusion be arrived at as regards both, yet it must be on different grounds.

but should not require grammar endowments.

(1) *Schools of the Third Grade.*—If a school of the third grade be organized as we have described in our first chapter with an upper and lower division, it is obvious that, strictly speaking, it is the upper division alone that gives secondary education. The knowledge necessary for a boy's admission to the upper division is not more than a boy of average abilities may be reasonably expected to have acquired by the time he is 12 or 13 years old. Now this is only what is already given in the elementary schools which are aided by the Government grant. It is clear, therefore, that there is no necessity to apply Grammar School money to this object. Those who are too poor to be able to pay the full cost of such an elementary education can obtain it in these schools. Those who are able to pay the full cost can have no claim on money devoted to and needed for higher education, in order either to save them from an expenditure which it is their duty to make, or to gratify their social pride by giving them a school from which labourers' children are excluded.

Farmers, &c., want such schools, but not as a charity.

Nor can it be said that any such claim is made. The class who above all others seem to need such preparatory schools, are indeed the class who insist most strongly on the exclusion of labourers' children, but they are also a class who scorn to receive an alms, and will either pay for what they require or will put up as best they can with the want of it.[1] To get for his children a really good education at the lowest cost price, is a boon which would be of the highest value to a farmer,

[1] Green, p. 215.

and is the only boon for which he asks, if he asks at all. To put this in his power is the interest of the community, and it can hardly be otherwise than the duty of the State. The need of the farmers and small tradesmen is not charity, but an education guaranteed to be good, and made, by economical administration as cheap as a bad one is now. The case is fully set out in the Reports of our Assistant Commissioners. Mr. Hammond[1] says, "There is one circumstance which tends to cripple the exertions "of the most competent schoolmasters throughout the county of "Norfolk. This is the very defective home teaching, especially "of farmers' sons in their early years. All schoolmasters in all "parts of the county complain that their boys come to school "for the first time at too late an age and very imperfectly taught. "Wealthy farmers in the agricultural districts of Norfolk will "not send their boys as the Northumberland farmers do to a "parish school.[2] It is not the fashion to do so. Moreover the "prejudice against free boys and charity schools is much "stronger and more deep-rooted in the class of farmers and "tradespeople, than in some of the educated classes above their "grade. This prejudice is further strengthened by the fear, in "itself not unreasonable, that their boys may form undesirable "acquaintances; or that if they should prove duller than "labourers' children, the discovery might cause inconvenience at "some future time, when they come to have the management of "a farm. Day schools exclusively attended by children of the "middle rank cannot be supported in a thinly populated dis-"trict, where the farms are large. Preparatory schools are not "in fashion, and would besides add to the expense of education. "Thus there remains a single resource for the early instruction, "viz., the employment of a resident governess, who is too "frequently ill-paid and ill-educated. It is the custom to en-"trust the training of boys to these governesses, until they are "too old to remain any longer at home. At the age of 11 or "thereabouts, these boys are transferred to the teaching of a "master, who finds them sometimes spoilt and always neglected, "scarcely able to read and write, and quite unable to spell and "cipher. Farmers' sons at the age of 10 are invariably more "ignorant and more backward than the children of their "own labourers." "It was always a safe guess," says Mr. Green, "that any unusually big and backward boy in a "private school was the son of a farmer, and an inquiry as to "the cause of his backwardness was always met by the explana-

[1] p. 346. [2] Comp. Bompas, p. 69.

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"tion that he had not been in the school long, and had been "away half his time."[1] Mr. Stanton[2] gives a similar account of the facts; and adds that, amid the general indifference shown by the small farmers and tradesmen on the subject of the education of their sons, there were signs not only of wounded pride, but of a sense of grievance, as they became increasingly conscious that their labourers were being better educated through their aid than their own sons. As one of them expressed it, "I "pay not only for my own sons but for my labourers' sons' "education, who receive the benefit of the Government grant "out of the taxes which I pay."

But the smaller farmers are scarcely able to be so independent.

The position of the farmers in this matter is however not the same in all parts of the country. Where the farms are small, the social distance between the farmer and his labourer is much less than it is where the farms are large. Something, too, there may be in the habits of the country independent of this cause, which makes the farmer not unwilling to send his son to the schools aided by the Government grant.[3] Thus in Surrey and Sussex, Mr. Giffard[4] says, that "by far the greater part of the population "coming under the term farmers, amounting to 7,000 families, "educate their children either in the free national schools or in "small private day schools where the payments vary from 6*d.* "a week to 4*l.* a year." "In Lancashire," says Mr. Bryce, "there is not any class of schools specially used by farmers, nor "has the need for such schools been as yet felt. The education "of the rural districts, excluding a few dames' schools, the last "and swiftly expiring representatives of their order, is entirely "in the hands of the Privy Council schools and the endowed "schools."[5] The objection of farmers to associate with labourers is not found in many parts of Yorkshire nor in the northern counties generally, nor in some other parts of the country.

Preparatory education may be obtained in cheap boarding schools, or often in elementary schools.

The rural population within the scope of our Commission, represented by the large and small farmers, require an education of the second and third grade, and at present they have a manifest difficulty in getting, or show a great indifference in seeking, good preparatory education in elementary subjects. The wants of the richer farmers may be met by boarding schools, but for the others it is most desirable to provide day schools within moderate distances. Now the only schools which are spread over the

[1] Green, p. 168.

[2] pp. 14–17. See also Reports on Worfield, Abbots Bromley, High Ercal, Market Harboro'. Evidence of Bishop of Bath and Wells, Q. 7146, *seq.*

[3] See Reports on Tuxford, Hargrave, West Kirby. Green, p. 213.

[4] p. 107. [5] p. 689.

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1. Three instructive instances of elementary schools with higher departments; and without separation of classes. (*a.*) Bunbury.

country generally, in country places as well as in more populous centres, are the National, and, in a less degree, the British Schools. It is evident, from what we have just quoted, that these schools are already used by many of the farmers, and it appears probable that, with certain arrangements, they might be used still more. The problem, indeed, has been worked out more or less in many cases, but three cases have been fully brought before us, and are very instructive as well as interesting.

At Bunbury[1] in Cheshire an old grammar school with an income from endowment of about 50*l.* a year was, before 1854, doing as little good as many small grammar schools are now. "The school was quite free. The clerk of the parish, who kept "a public house, was the schoolmaster. Upon two occasions, "when the Government inspector was invited to come, and "notice was given of his visit, neither master nor scholars were "to be found." The school was remodelled, and made the common school of the parish. A trained and certificated master was put at the head, fees were demanded, the Privy Council grant and inspection obtained, and the result is that for a total expenditure of 240*l.* a year, besides a good house for the master, which was built mainly by subscription, there are 110 scholars receiving an excellent English education. But the marked features of the school have yet to be named.

The fees are very various, being fixed according to the means of the parents: "There are 17 boys at 15*s.* a quarter, 22 at 10*s.* "a quarter, three at 6*s.* a quarter, one at 5*s.* a quarter, 18 at 4*s.* "a quarter, eight at 3*s.* a quarter, and 51 at 2*d.* a week."[2] "They are the sons of labourers, of tradesmen, of farmers, of "professional men, of clergymen, and merchants, the higher "class representing about one-third of the whole school."[3] "A "short time ago," says Mr. Wright, "there was in regular at-"tendance the heir to 10,000*l.* a year. The boys come about "nine years old and stay till about 14. Three had reached 15 "and one 16. The instruction is such that a labourer's son who "leaves at 10 or 11 learns to read, write, and sum unusually "well, and gets some knowledge of geography; a farmer's or "tradesman's son who stays till 13 or 14 learns also some men-"suration and surveying or book-keeping, and if he chooses some "Latin, Euclid, and algebra, while a gentleman's son by 12 "obtains a really good grounding in English and arithmetic,

[1] Evidence of Rev. W. B. Garnett Botfield, Q. 14,374–14,484. Rev. J. P. Norris, Q. 541. Wright, vol. viii. pp. 670–673, and Report on Bunbury.

[2] Rev. W. G. Botfield, Q. 14,393. [3] Ib.

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"and sufficient Latin to enable him to proceed at no disadvan-
"tage to a higher school. In May 1866 59 boys passed the
"local examination in drawing, of the Department of Science
"and Art. All classes mix freely in the school, the prevailing
"tone is that of the better bred, and the manners and pronun-
"ciation of the boys were in marked contrast with those of
"merely National schools. There is a somewhat similar though
"not quite so successful school at Halton near Runcorn."[1] It may be added that on the reformation of Bunbury "a school in "the neighbourhood carried on for farmers' sons died a natural "death directly."[2]

(*b.*) Abbotts Ann.

The second case is that of the National School of Abbotts Ann, a small parish of 600 people. Mr. Best, the Rector of the parish, informed us that the present school consists of 89 who pay 2*d.* a week, two who pay 3*d.* a week, 12 who pay 4*d.*, two who are small shopkeepers and pay 6*d.*, six who pay 8*d.*, and 20 who pay 1*s.* These last are farmers and others of a similar class. The fees are fixed entirely by the status of the parents after inquiry by the master or sometimes by the Rector. In all there are 131 children, the girls rarely staying beyond 12, the boys staying in some cases to 15, 16, and even to 17 years of age. The master has a first-class certificate but was not trained. He receives 44*l.* a year fixed, half the receipts of the school, and one fourth of the Government grant, in all about 80*l.* or 90*l.* a year besides a house in which he can take 12 or 14 boarders. The instruction is English with some Latin, some algebra, about two books of Euclid, and the rudiments of natural philosophy and chemistry for the elder boys. Occasionally some learn French. The presence of girls in the school raises the tone altogether. Many of the pupil-teachers have subsequently risen in the world. A large portion of the children come from the parishes round, and a great many have come from the town of Andover 2½ miles off. The school is similar to that at King's Somborne, established by the late Dean of Hereford.

(*c.*) Callington.

The third school is one of a higher kind than either of the other two. It is at Callington, in Cornwall, a country town of 2,000 people. The school was described to us by the Rector, the Rev. F. V. Thornton. He originally established a school of the kind in Hampshire, and carried with him on his removal to Cornwall the second master, who was in orders, some under-teachers, and about 20 of his pupils, partly boarders and partly his own children. The children of every class in the town and of both sexes

[1] Wright, p. 671, and Report on Bunbury. [2] Rev. W. G. Botfield, Q. 14,409.

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are now in the school. They come at about eight, or even younger, and begin Latin then, the labourers in common with the rest. The education is that of a grammar school, but includes French and German, besides Latin and Greek. A boy was elected on to the foundation at Eton from the school, being fourteenth in the examination, and the girl who was next to him in the school, though at a considerable distance, was a labourer's child. "The captain of the school at this moment," said Mr. Thornton, "is a labourer's child. My own children are wholly educated "there;[1] the boys till they go to public schools, and the girls till "their school education is finished." Boys and girls are not taught together after the age of 14. The fees are from 3*d.* or even 2*d.* a week to 2*l.*, 4*l.*, 6*l.*, or 10*l.* a year. One parent of the middle class last year paid, for five children as day-scholars, and for some extra teaching for one other, 67*l.* 3*s.* 7*d.* Another parent in the same town paid 1*l.* 4*s.* 2*d.* for the same number of children, some of them in the same classes and receiving the same education. The rates are fixed by Mr. Thornton, with the help of a kind of committee in the town; and when he was asked whether he ever had any complaint from the parents of their being rated too high, Mr. Thornton informed us, "I have had a little grum-"bling from the one who paid 1*l.* 4*s.* 2*d.*, and nothing but in-"tense gratitude from the man who paid 67*l.* 3*s.* 7*d.* for the "cheapness of the education." The school receives a Government grant for the lower classes, all the children of a higher class being omitted from the account. The union of the two sexes appeared, in the opinion of Mr. Thornton, to increase the manliness and industry of the boys and the gentleness of the girls.[2]

All three have essential points in common.

It is impossible to read these accounts without feeling how little real foundation there probably is for the objections to a mixture of classes, which are strong and widely spread in many parts of the country. Here are schools readily and gladly attended by all classes, where the poor get the assistance of the Government grant and the richer pay no more than the fair price of a good education. Their payments both preserve the parents' sense of independence and contribute materially to the support of the school.

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[1] Rev. F. V. Thornton, Q. 15,534–15,665.

[2] See also Bryce, p. 708 note. Mr. Bryce also mentions the existence of a large number of parish schools in the north of Scotland, which, by a judicious application of money arising from a fund called the Dick bequest, are stimulated to carry forward secondary in connexion with primary education. The grant is made dependent on the master having himself passed a successful examination, and on the favourable result of an inspection every other year. (p. 710.)

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All these schools have masters who are allowed to add to their income by taking a few boarders;[1] two at least (the first and third) are left almost entirely to the master to manage, all are under the inspection of the Privy Council; all have been started by Clergymen of the Church of England, and in all, dissenters allow their children freely to attend the school and receive the instruction in Scripture, which is all that is given on week days in Abbotts Ann School, and is all that is pressed in the others. "The majority of the boys" at Bunbury and "many" at Callington are dissenters.

2. Instances with separation of classes.

(a.) Avowedly.

At other places, where the class feeling, probably merely from old habit, is more obtrusive, use is still made of the elementary school of the parish to assist the education of those who seek an education terminating about 14. At two schools in Suffolk,[2] examined by Mr. Richmond, one at Stradbroke, enjoying a small endowment of 30*l.* a year, the other at Helmingham, partly supported by Mr. Tollemache, an upper department is added to the national school, and is restricted to the sons of yeomen, farmers, and tradesmen. The payments are 2*l.*, 3*l.*, or 4*l.*, according to age. At Wragby, in Lincolnshire, the old grammar school and the national school are united. The master has 20 boarders at from 20 to 22 guineas a year. In arithmetic the boys are all mixed. At other times the usher mostly takes the boarders, and the master teaches the national school.[3]

(b.) Separation made mostly by fees.

So in some town schools, as Mr. Gregory's parish schools in Lambeth,[4] and Dr. Atlay's parish schools in Leeds,[5] there is an upper department, but not restricted to any class in particular; a distinction, however, being in fact created by a fee of about 10*s.* or 12*s.* a quarter being charged. Euclid and algebra are taught in both, a little French also in the former and Latin in the latter, assistance in the higher subjects being given by the curates. Mr. Fitch adds that in the best of the National, Wesleyan, and British Schools in the larger towns there are many children who are required to pay what will cover the cost of their education because they are of a higher class than those on whose account the Government grant can be claimed. This is the case with the model school of the York Training College, which has 57 per cent. of its scholars above the labouring class. The Rev. H. Sandford, one of the Privy Council Inspectors, in the

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[1] About 160*l.* a year and a house rent free is said to be sufficient remuneration to secure a good master for a school like Bunbury (Wright, vol. viii. p. 672, note).

[2] Richmond, Summary, p. 645, and Report on Stradbroke.

[3] Mr. Eve's Report.

[4] Rev. R. Gregory's Evid., Q. 14,796–15,039.

[5] Fitch, p. 247.

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interesting paper which he has communicated to us upon this subject, mentions two other cases of the same kind, the National School of Stoke-on-Trent, and Messrs. Chance's school at Smethwick.[1]

Access to good third grade day schools is thus possible.

In the large towns there would probably be no difficulty in establishing separate schools if it were desired. It is the subjection of the schools to the inspection of the Privy Council, which by securing the goodness of the schools, makes them so attractive to others above the class for whom they are established.

Even in rural places by a union with the primary school.

In the country the existence of two effective schools would often be quite impossible; but the union, either partial or complete, of the education of scholars of the third grade with those scholars who have a still shorter school life is evidently thoroughly feasible under judicious management and with the indispensable guaranty of public inspection. It is obvious that the admission of children of a higher class on payment of larger fees requires careful control in order to prevent the lower classes losing the full attention of the teachers and the Government grant being applied to alien purposes.[2] But with distinct recognition this union may solve two great difficulties. It may give the lower middle class a better education than they can otherwise get, and it may retain the benefit of good masters and the stimulating presence of higher instruction for the children of the labourers. For in large towns the grant is not necessary for the support of the schools. If the managers chose, they could, by slightly raising their terms, fill the schools without difficulty and make them self-supporting. But the middle classes would then lose the inspection, and the lower classes would be turned out of the school. As it is, the position of these schools is very suggestive. A school subject to inspection and dependent for its support on the goodness of the instruction has no difficulty in obtaining fairly high fees nor even in overcoming much of the prejudice of social rank.

Town schools might have preparatory department of their own if good fees were paid.

On the other hand we cannot but hope that as one result of our inquiry there will soon be a speedy recognition of the necessity of putting all endowed schools under some sort of periodical and systematic inspection. The third grade schools, however carefully organized at first, will not long continue efficient unless they are subjected to the stimulus of regular supervision. And if such supervision can be provided, there are

[1] vol. ii. p. 111. See also Green, p. 212, and Mr. Mann's Memorandum appended to his Evidence (vol. v. p. 656).

[2] On this subject see Fitch, pp. 218, 250–252.

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cases in which there will be considerable advantages in allowing the two divisions of the school to form part of the same institution, be taught in the same buildings, and be instructed by the same master. For each scholar in a third grade school would pay a higher fee than would be made up for each child by the pence and the subscriptions and the Government grant together in a National or British school. And the higher fee would be an attraction to an able master, and the whole school, both upper division and lower, would get the benefit of his abilities. A third grade school of 120 children in two divisions, at a fee of two to four guineas a year, would probably in many cases be able to give the master a better salary, than the upper division of the same school with an ordinary elementary school attached to it below. In this case the lower division might fairly be considered as aiding the secondary education, and rightly therefore allowed to form a part of the grammar school.

The endowment should be reserved for "grammar."

But this only applies to the buildings, and does not justify the use of the net income of any grammar school endowment for the purpose of paying the fees of the scholars in the lower division. On the contrary, the very justification of this use of the buildings is, that it will add to the efficiency of the school by the introduction of scholars paying the full fee. The net income of the endowment in such a case as this would seem to be best employed in paying the fees of scholars selected by merit at the entrance examination of the upper division.

Preparatory schools for the higher grades do give instruction in "grammar;"

(2.) *Preparatory Schools of the Second and First Grade.*—Preparatory schools of the higher grades stand on a different footing from those of the third grade in this respect, that they are in some degree secondary schools, and are not confined to elementary education. It cannot therefore be said that an endowed Grammar school, that has been converted into a preparatory school of the first grade, is no longer fulfilling that part of the founder's intention which prescribed a knowledge above the elementary as the true aim of his foundation. In schools which prepare boys for Eton or Harrow education advances beyond the elementary stage. Partly the scholars come from cultivated houses, and are therefore, if backward in the drier and harder studies, such as arithmetic, yet probably more forward in reading and spelling; partly these schools, being intended to begin an education which is to last many years, usually begin very early to lay the foundation of advanced instruction. But whilst they are thus fulfilling one part of the founder's intention, they are neglecting the other. The founder intended that the benefits of his foundation should be open to all classes, rich and poor alike. These schools have a course of

but only to the richer classes.

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study which unfits them for the use of the poor altogether. It is too early at that point to pick out boys of peculiar talent; and among the poor it is only to boys of peculiar talent that it would be of the slightest use to commence a course of study which was intended to go on to 16 or to 18. To turn a Grammar school into a preparatory school of either of the higher grades is to confine it, as was intended, to secondary education, but also to confine it, as was not intended, to the children of the upper classes.

No grade of schools to have preparatory departments supported out of endowments.

In both cases, as it seems, we are brought to the same conclusion. It may often be a legitimate use of the buildings to allow a preparatory division to form a part of a Grammar school, but it can hardly be considered consistent with the purpose of such a school, either to allow the buildings to be appropriated to preparatory education alone, or to allow any part of the net income of the endowment to be spent in paying the fees of preparatory scholars. If the place where an endowment is situated be unable to maintain a school of one of the higher grades, it would seem more just and more in accordance with the usual intentions of the founders to devote the funds to the establishment of a third grade school than to allow the school to be merely preparatory. The needs of those whose abilities justified a still more advanced education might be met by giving them exhibitions to take them elsewhere.

(*b.*) *Distance from which a Day School is accessible.*

1. Access to day schools.

Schools of the second and of the first grade are needed by smaller sections of the people, and must rely to a great extent on boarders. But the extent of area which may be covered by a day school is by no means always the same. The rapid public conveyances of a dense population, and the habits of a country district contribute, each in their own way, to enlarge it. Thus the average distance travelled from home to school daily, exclusive of the return journey, by the first 10 boys of the City of London School was in 1865 about seven miles, their average age being seventeen and a half years; by the first 10 of the Stationers' School, "over nine "miles, two of them coming every morning from Staines, more "than 20 miles distant, and a third from near Gravesend. Their "average age was about 15 years. In this same school the "average distance from which the 10 lowest came was more "than five and a half miles, one coming from Brentford and one "from Woodford, places 18 and 16 miles distant." Mr. Fearon has given a table showing that boys can attend a City School

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from distances up to 20 miles for an annual cost in travelling of from 6 to 12 guineas, and a daily consumption of time amounting at the outside to a little over an hour in the morning and evening.[1] On the other hand, within four miles from a country village school[2] in Northamptonshire, Mr. Green was informed "there were 16 "other villages having an aggregate population of above 9,000 "from many of which this school already had day pupils." At Daventry, Brewood, and Stafford, some farmers' sons came five or six miles. At Ashby "a clergyman's son walked four miles and "back every day to attend the school." At Burneside, near "Kendal, a girl, 11 years old, walked five miles and back.[3] At Stradbroke "23 out of 40 pupils were farmers' sons who "came in from the neighbourhood, some on foot, some on ponies "or donkeys,[4] for which stabling is provided at a cost of 1*s.* per "quarter."[5]

(c.) *Means of reducing the Cost of Boarding.*

Access to boarding schools.

(*a.*) System of masters receiving boarders considered.

The charge for a boarder is usually fixed at a rate which shall not merely defray the actual cost which is incurred for him in addition to what would be incurred if he were a day-scholar but also yield a profit. Boarders are looked upon not only as adding to the numbers in the school and consequently to the number of scholars paying fees for instruction, but also as paying indirectly a much higher fee for instruction than can be obtained from the day-scholars. The charge for a boarder may therefore be considered to consist of three elements, (1), the cost of keep, attendance, and wear of furniture; (2), a fee for instruction equal to that paid by a day-scholar; and (3), what may be called the lodging-house-keeper's profit.

If boarders be admitted to the school at all, this profit may conveniently be added to the means of remunerating the masters by allowing none but masters to receive scholars as boarders. Thus at Tiverton, when the result of a lawsuit, which cost the

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[1] pp. 243–247. See also Rev. Dr. Bruce, 16,337. [2] Courteenhall.

[3] See also Fearon, Scottish Rep., p. 138.

[4] See also Rev. J. Simpson, Q. 14,288, 14,289. Mr. H. S. Thompson, Q. 11,758. Rev. J. G. Botfield, 14,417. See reports on Great Blencowe, Tuxford, Hampton Lucy, Coleshill, Amersham, Wycombe.

[5] It may be as well to mention the prices charged for dinner to day boys at Liverpool. It was 7*d.*, 6*d.*, 5*d.* for boys of the upper, middle, and lower schools respectively, the dinner being pretty nearly identical, viz., "a single plate of beef or mutton and "vegetables, a roll of bread, and a glass of water." (Rev. Dr. Howson's Evid. Q. 2680.) At the North London Collegiate School, the charge was 9*d.* "for dinner off the joint, with potatoes and some other kind of vegetable, bread, and pudding or pie and water." (Rev. W. C. Williams, Q. 5024–5.)

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Charity 7,000*l.*, was to prohibit the master and usher from taking boarders at all, and any other master from taking more than ten; "a clergyman with the consent of the head master opened "a boarding-house in the town, and gave his services as mathe- "matical teacher in the school without directly receiving any "payment from the foundation. He was thereby enabled to ex- "ceed the limit of ten boys imposed by the scheme, and looked "to his boarding-house and private tuition for his remuneration."[1] At Uppingham, under the vigorous management of Mr. Thring, the profits on boarders have in fact formed the inducement to assistant masters to build houses for the reception of pupils and give their services to the school.[2] At the same time it must be remembered that if individual masters incur the trouble and risk of loss involved in the administration of a boarding-house, part of what is here called the profits is really interest on the capital invested and compensation for the special labour incurred. There are, no doubt, many advantages in such a plan; the boarder becomes almost one of the master's family, and the relation of master and scholar naturally assumes a softer and more genial shape.[3] But it is not without disadvantages. Many a man may be a good teacher without being a good manager, and to pay indirectly for good teaching on a plan which presumes good management of a boarding-house is in that respect an awkward arrangement. If the fee for instruction, whether paid by day-scholars or boarders, were made high enough to raise in conjunction with the endowment, a sufficient fund for the full payment of the teachers, the charge for boarding might be reduced to the sum necessary to cover completely the expense of boarding alone, and this sum itself reduced by the economical management of one common boarding-house. The general care and superintendence of the boys might be distributed, as it is at Marlborough College, among some of the masters, who would thus be to them respectively *in loco parentis*.

(*b*) System of parents putting their sons to board where they choose.

In the north of England and in Wales and neighbouring counties a custom still lingers at several schools[4] which was once

[1] Mr. Stanton's Rep. This is now altered by a new scheme.

[2] Rev. E. Thring, Q. 10,039a.

[3] See also Mr. Hammond's remarks on the important influence exercised by the master's wife, p. 350.

[4] In Yorkshire, Sedbergh, Giggleswick. In Cumberland, Cockermouth, Great Blencowe. In Lancashire, Rivington. In Lincolnshire, Humberstone. In Monmouthshire, Monmouth. In Gloucestershire, Newland. In Herefordshire, Lucton. In Wales, Llanrwst, Bottwnog, Llandovery, Ystrad Meurig, Lampeter, Haverford-west.—See also Oswestry, Sevenoaks, Oundle, Loughborough: and Hammond, p. 363.

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much more common, and is still very prevalent in Wales and almost universal in Scotland. Boys from a distance find for themselves lodgings in the town or neighbourhood and attend the school as day scholars. Sometimes such lodgings are subject to the approval of the Head master, and thus might grow into regular "dames' houses."[1] Thus Sir Roger Manwood's statutes for Sandwich School require "the partie that taketh the scholler "or schollers to boerd to faithfuly promise to the master before "his or her admission to keep them continually from all un-"thriftie pastimes and games in his house, and to lett the master "betimes have information in case he know that they be lewdly "occupied within or without his house," on pain of exclusion from the liberty to take boarders. So at Llandovery every lodging-house must be approved by the warden, and is constantly visited either by himself or one of the other masters. "In each house there are from two to six boys who have a "sitting room in common and take all their meals together, pay-"ing each 20*l.* to 25*l.* for lodging, board, and washing." Others have part of their food brought them by their parents on market day. But supervision by the master is rare in Wales. At Ystrad Meurig nearly 30 scholars, forming about three-fourths of the whole school, lodge in farmhouses in the neighbourhood, paying 7*s.* or 8*s.* a week for board and lodging. Mr. Bryce visited one room which was bedroom and sitting room for three boys, "who "paid 2*s.* a week each. For this sum they got besides lodging "a supply of milk and sometimes flummery, and had their meal, "which they provided for themselves, cooked for them at the "kitchen fire." At Humberstone the usual payment is 5*s.* a week, the boys being at home on Saturday and Sunday.

Such a system has some advantages which should not be overlooked. It enables a school to put forth longer arms and reach the farmers who are scattered around too far for daily journeys, but not too far for weekly communication with their sons at school. These schools are situated in or near wild and sparsely populated districts, whose inhabitants would often do without the grammar school altogether, if they had to face the usual expense of a boarding school. The scholars too are in such parts (as in Scotland) often somewhat older than at other schools of a similar class in England. At Ystrad Meurig[2] of the 38 scholars, none were less than 14 years old and several above 23. The average age was 20. "Some of these older youths are thus enabled to pick up some

[1] There are dames' houses at Wimborne, Dulwich, Holt, &c.

[2] Mr. Bryce's Report.

"Latin before they go to Lampeter or the Theological Colleges of "St. Bees, Birmingham, or Birkenhead." Our Assistant Commissioners[1] generally express an unfavourable opinion of this plan of leaving the task of selecting lodgings to the boys or their parents, without the school authorities exercising proper supervision; but Mr. Bryce, who has seen many cases of it says, "As to its moral "effect at Ystrad Meurig," where there is no supervision at all "the balance of testimony seems in favour of it, for boys under "17; more doubtful, yet not wholly opposed to it for persons more "advanced in years." Elsewhere he speaks in favour of it, but thinks some supervision desirable.[2] Mr. Fearon in his Scottish Report,[3] after noting the fact that it is the usual practice in Scotland, points out the advantages it possesses, not merely in the positive reduction of the cost of boarding, but also in the facility it gives for a student to adjust what may be called his optional expenditure, not to the standard set by richer boys in a common boarding house, but by his own real needs and poor means of meeting them. The cost of board and lodging to a youth attending Ayr or Stirling Academy as a day scholar Mr. Fearon's informants state to be 25*l.*; at Dumfries and Inverness, 30*l.*[4]

At the City of London School[5] many boys attend whose parents live at a distance, and make their own arrangements to board their sons with friends. And Dr. Mortimer[6] mentions the case of three brothers, who afterwards highly distinguished themselves, having lodged by themselves without any control whatever.

But such a system would not be approved by most English parents. In exceptional instances it may be perfectly safe, but in the majority of cases it would expose youths to temptations which it is wise to avoid. Moreover, the good management of a school requires many lessons to be prepared out of school hours.[7] In a regular boarding school the masters can see that this is done; in a day school, if the boy is living at home, the parents[8] can make their own arrangements for the purpose; but when boys are attending a day school, and not living at home, there is much more difficulty in ensuring the necessary preparation, and much greater opportunity for its neglect. Nor is this free lodging necessary in order to reduce considerably the cost of boarding.

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[1] Mr. Bompas, strongly, p. 64. Mr. Stanton in his Report on Newland. Mr. Fitch, on Giggleswick.

[2] Gen. Rep. p. 703. [3] p. 9–13. [4] p. 175.

[5] So at Oundle, Loughborough, &c. [6] Q. 3559, 3598.

[7] Rev. Dr. Mortimer, Q. 3733. [8] See Green, p. 169.

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(c.) Hostel system.

A plan much more accordant with English habits is that, adopted by many proprietary colleges and the newly established county schools, of the Trustees keeping the boarding house instead of leaving boarders to masters or to dames. The Hostel system, as this plan is often called, at once prevents both the reality, which is rare, and the suspicion, which is not uncommon, of partiality on the part of the master towards the boarders. It makes it easier to prevent what it is yet more important to prevent, because the occurrence of it is more common, any dislocation of the school's proper functions by the introduction into it of boarders of a class needing different instruction and claiming more luxurious treatment than those to whom the school should primarily address itself. It enables the trustees to fix the proper remuneration of each master in his capacity as a master, instead of making his emoluments depend on his willingness to undertake, or ability to manage with profit, the care of a boarding establishment. Lastly, it enables the trustees to reduce, if they think proper, the charge for a boarder to the minimum necessary to pay the cost of his lodging, food, and attendance. There may no doubt be cases where the trustees may choose still to make the admission of boys resident beyond the practical limits of a day school a matter of favour to the boarder, and use the favour so as to add to the school's pecuniary resources, by charging him at a higher rate than is necessary to put his cost on a level with that of a day scholar. But its adoption is rather to be looked to as enabling the school to collect at little or no extra cost to the parent, beyond what he would have to defray if he kept his son at home, the children of farmers and other scattered inhabitants of rural districts.

Nor need the cost be much, if at all, more than is actually paid by the average Scotch private lodgers. At the Devon County School the total charge to cover instruction, board, and interest on capital expended in buildings was, in 1865, 26*l.* 5*s.*, and of this about 5*l.* or 6*l.* was the cost of instruction. The same system has been applied to at least three grammar schools of old foundation under new schemes. At Felsted, which has a considerable endowment, and addresses itself rather to the clergy and professional men, the total charge for boarding was, in 1864, 28*l.*, and the fee for instruction 8*l.*[1] At Archbishop Holgate's School, York, which is[2] intended for farmers and others of similar position, the charge for boarding is 22*l.*, for instruction 6*l.* In both cases the actual cost (to the trustees) of the boarding

[1] Since raised to 12*l.* to raise a fund for Exhibitions.

[2] Fitch, p. 192. Mr. H. S. Thompson, Evid. 11,668 foll.

(washing and attendance being included) was rather less than the fee charged; though the fees for instruction required to be supplemented by the endowment in order to defray the cost. At St. Bees Grammar School the Head Master is allowed to receive boarders, but there is also a hostel for forty foundationers, who pay for their board, &c., 20*l.* each, whereas the actual cost is about 22*l.*, a part being charged on the endowment.[1]

An instance of still cheaper boarding is afforded by St. Saviour's Grammar School at Shoreham,[2] one of the three founded within the last few years by Mr. Woodard, where the total charge, including certain extras, is 16*l.* per annum, and this, we are informed, actually pays the whole cost of board and instruction. In all these cases, except the Devon County School, nothing is supposed to be included by way of rent for the buildings. In all the boarding is such as is usual among boys of the social class frequenting the school.

In the above account we have taken the fee charged[3] as the basis of our comparison. In Appendix III. will be found an exact analysis of the *cost* of board in eight good schools conducted on the hostel system, from accounts furnished to us for this purpose by the head masters. The actual cost of all boarding expenses in the year 1866 varied in the classical schools from 23*l.* 10*s.* to 31*l.* 10*s.* per boy for the school year of 38 weeks; in the semi-classical schools it was under 18*l.* for a year of about 40 weeks. This, however, is the cost of board, service, washing, medical attendance, &c., but does not include any payment for the cost of the buildings, or of instruction, or for a reserve fund.

It is clear, even with an addition to these sums to allow for the cost of buildings, and for the greater age of the free Scottish lodgers, that, as regards the average boy, the hostel system can fairly meet the Scottish on the ground of expense The Welsh appears to be rather cheaper than any, excepting Shoreham, and considering the age of the scholars at Ystrad Meurig, is probably as cheap as Shoreham. But against this may fairly be set the probably much superior board and accommodation at the English schools, and the certainly stricter discipline. Nor where the school is mainly homogeneous is there so much risk as there is in

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[1] An account of Framlingham College (also on the same plan) will be found in Sir E. C. Kerrison's Evid. 6673, foll., Rev. A. C. Daymond, 14,485 foll., and Mr. Hammond's Report, pp. 372–375.

[2] Giffard, pp. 143–146.

[3] At Helmingham the fee charged (besidestuition fee) is, for boys under 8 years of age, 16*l.* 16*s.*; over 8 and under 12, 18*l.* 18*s.*; over 12, 19*l.* 19*s.* No boy was over 15. The average *cost* of 24 boys appeared to be a little over 16*l.* each. The school year was 43 weeks. No rent was paid. (Richmond, vol. viii. p. 646.) See also Giffard, p. 134.

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a mixed or small one of the propagation of more expensive habits than a boy is accustomed to at home. On either system much depends on the individual; and the temptations to which he will be exposed, though not identical, may nevertheless be equal. The Assistant Commissioners, including Mr. Bryce himself, frequently suggest the establishment of hostels to be attached to the Welsh and other schools.[1]

3. *Exhibitions tenable at Schools.*

Exhibitions to schools.

In adjusting to the wants of the majority of day scholars the course of instruction which the school should give, there is danger of sacrificing the interests of those who require a higher education. This danger will be partly obviated, if access to a boarding school be made easier by reducing the charge for boarding to the minimum cost. To reduce the charge for boarding still lower than its cost is in effect to give exhibitions promiscuously. But beside the expense of instruction and the difficulty of obtaining the fit instruction near a boy's home, both of which may be met, the one by sacrifice on the part of the parent, and the other by the plan we have just mentioned, the poor man's son has another difficulty to overcome before he can continue his education longer than is usual for his class.

The parent loses his boy's earnings. A labourer or small armer or small tradesman takes away his son from school at the age of 14 or earlier, not in order to save the payment for his instruction, but to add to the family stock. To give such a lad his education gratuitously is to save the father the 4*l.* or 5*l.* a year which his education would cost. But it does not compensate for the 8*l.* or 10*l.* more which the father would lose by his son's not gaining it. Here the advantage of a system which does not squander the Founder's bounty indiscriminately, but reserves it for proved and ascertained merit, is seen in a strong light. The pecuniary interest of the parent is arrayed against the interest of the child and the interest of the State. A parent may be willing, as it is his duty, to contribute what he can to the furtherance of his boys' prospects, but further help is needed, and to give that help is a most legitimate use of endowments, a wise and faithful fulfilment of their donors' aim.

Exhibitions won by merit are thus the form which should supplant indiscriminate gratuitous education. They may be of many kinds, sometimes being simply the remission of the fee for

[1] Bryce, Reports on Bangor, Beaumaris, Llantilio Crosenny, Usk. Also Gen. Rep. p. 769. Bompas, p. 69. Giffard, p. 30. Hammond, p. 454. Fitch, p. 193. Rev. J. Simpson, Q. 14,268.

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instruction, sometimes a larger sum payable to a day scholar, sometimes the entire or partial defrayal of his cost at a boarding school, sometimes an annual sum of money (perhaps 10*l.* to 25*l.*)[1] payable simply on condition of the holder carrying on with industry his higher education. What should be the precise form which such exhibitions would take, would naturally depend on the source from which the exhibitions were taken. If the endowments of a school were partly devoted to this purpose, the primary application would probably be either to boys coming to the school, or to scholars of the school seeking elsewhere a higher education than the school could wisely undertake to give. One of our witnesses[2] has suggested that where the endowment is small, from 60*l.* or 70*l.* up to 150*l.* or 200*l.* a year, a separate school should not be maintained, but "that those who wished to avail themselves of this "eleemosynary provision as being either burgesses or persons of "reduced circumstances, who in fact would be eligible as foun-"dation scholars in the grammar schools, be certified by the "trustees and a fixed payment (say 8*l.*) be made out of the "endowment to those of them who passed the best examination "every year wherever they were educated. A great stimulus "would thus be given to provide schools in the town and neigh-"bourhood." We shall have occasion to point out subsequently the desirableness of some such application being made.

4. *Endowments which may profitably be used for the Supply of new Secondary Schools or of Exhibitions.*

Four classes of endowments whence aid for higher education may be obtained.

It is clear that means are required for providing good middle schools of the third grade (either separate or as upper departments of primary schools), and exhibitions to enable a boy to continue his education at the school he is attending, or at a higher one. There are four classes of endowments, specially noticeable, from which aid may be obtained for this purpose.

(*a*) Grammar schools which have been converted to elementary schools.

(*a*) The first class is composed of endowments which have been intended for grammar or other secondary education, but which have ceased to be so applied. We refer here especially to those which, by the tacit consent of the locality, or sometimes by the authority of the Court of Chancery or Charity Commissioners, have been devoted to the establishment or subsidizing of an elementary national school. It is no doubt

Conversion of grammar to elementary

[1] Sir J. K. Shuttleworth, Q. 17,490–17,496. Rev. C. Evans, Q. 5850.

[2] Dr. E. Davies, Q. 12,492. See also a communication from Mr. Mosley (vol. ii. p. 105).

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schools is no real benefit to the poor.

true that there are cases where from the extreme poverty of the inhabitants, or the indifference or neglect of the farmers and landowners of the neighbourhood, there has hitherto been no other present chance of obtaining a good elementary school, and a good elementary school is all that can, from the state of the labour market, be of any use. But it is certainly no less true that such a course has sometimes been adopted[1] where a much more legitimate use of the endowment might have been made, where at least a middle school might have been founded, where exhibitions might have been created in order to carry some of the more promising of the poor boys to a higher school, or where a higher department at the elementary school might have been secured. It is at least clear that "endowments which merely do "for one parish what a larger grant and local subscriptions do for "another"[2] are not really expended on the poor: the founder's bounty is enjoyed either by the general taxpayers of the country, who profit by the diminution of the grant, or by the landowners and well-to-do people of the locality, who are saved their subscriptions. The plan is one which has so much *primâ facie* to recommend it, that it seems to be accepted without due consideration by many persons, who look simply to the immediate apparent benefit, and not to the real incidence of its effect. But whatever other results it may have, such a plan is not one which fulfils the intentions of the founders, to give the locality the means of obtaining a higher education than the rudiments; and the endowments which have been left for this purpose can ill spare any subtraction to serve another purpose.

Instances of such conversion: Hanley Castle;

At Hanley Castle, "The sole result of an endowment of 247*l.* "gross, with a master's house, is to educate some 40 boys "(this being average winter attendance) so ill that one half "of them will at 20 years of age be for all practical purposes "unable to read and write. . . . . The labourers' children are "certainly worse off than in an average Privy Council school; "not so much, I think," says Mr. Bryce, "from the fault of "their teacher (the under master), who is a painstaking and "estimable man, as because there are no means, not even those "which exist in a Privy Council school, of enforcing the regu-"lar attendance of the scholars, and no Government inspection "to keep things up to the mark." Yet this is the only endowed grammar school in the whole south-west quarter of Worcestershire.

[1] See reports on Appleby (in Leicestershire), Wootton Bassett, Fotheringhay, Kirton in Lindsey, Bampton.

[2] See Bryce, p. 699; Bompas, p. 74; Wright, p. 667; and Mr. Hammond's remarks on Feltwell.

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Wolverley.

The parish of Wolverley,[1] "in the extreme north of Worcestershire " on the skirts of the black country and close to Kidderminster," enjoys the greater part of the produce of an endowment given in 1620 for bread to be distributed to the poor of seven parishes, and for a free grammar school, the surplus to be applied in repairing the church and four bridges, and increasing (if expedient) the wages of the schoolmaster. The total revenue was then about 67*l.* It is now 657*l.* gross. "The trustees seeing no " other way of spending their income as it increased, erected " elementary schools in the parish, keeping up the dole of bread " and repairing the bridges and church." There are now a grammar school educating freely 14 boys (promoted from the elementary school), but in which neither Latin nor mathematics nor French were taught at the time of Mr. Bryce's visit, two elementary schools educating about 90 boys and 90 girls who pay 2*d.* a week, and two infant schools, one at Wolverley with about 70 children, and one at Cookley, 1½ miles off, with more. The trustees appoint an examiner to examine and report once a year. "These five schools are wholly independent of one another. " The head master of the grammar school has no more autho- " rity to superintend the inferior teachers than they have to " superintend him . . . All five are restricted to the children of " residents in Wolverley parish; there are therefore no boarders." " If Seabright's Charity had not existed, elementary schools " would long ago have been established by local subscriptions, " with the aid of the Privy Council, and would be regularly " visited by Her Majesty's inspectors. As Seabright's Charity " does exist, the landowners and employers are relieved from " the burden which landowners and employers in other parishes " have felt it their duty to undertake. The poor gain little, for " though the schools are numerous they are uninspected, and in " so far inferior to Government schools in other parishes; and " this foundation, with its 700*l.* a year, might almost as well be " away."

Other cases.

Numerous cases may be mentioned where a primary school or schools, sometimes good, sometimes bad, absorb large endowments for grammar, while the grammar school is represented by a few boys receiving such morsels of a higher education as are contained in the rudiments of Latin. Penwortham, with 966*l.* a year gross, has 20 grammar boys; Butterwick, with 312*l.*, has two learning the declensions; Humberstone, with 737*l.* a year, has

[1] Mr. Bryce's Report.

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five or six; Risley, with 419*l.* a year, has four, the founder having specially enjoined mathematics, and none now learning them; Bosworth, with 1,120*l.* a year, has three boys learning grammar. The Pottery district of North Staffordshire has several endowments similarly employed, while a slight change in the site of the schools would give the oppor tunity of higher education to a vast population greatly in need of it.[1]

Schools which, owing to their situation, can hardly be made effective as schools.

There are some other schools which from one cause or another are producing little good, and are so situated as to be little likely to admit of effective restoration. Thus, the establishment "of Norwich Grammar School on a new footing, and the prox-"imity of Holt School, a better endowed foundation, supply-"ing the same course of instruction, are," in Mr. Hammond's opinion, "sufficient reasons for dissolving the school at North "Walsham, and appropriating its funds to some useful educa-"tional object." "Five other schools in Norfolk might be treated "in the same way, viz., a portion, determined in each instance "by the wants of the district, to be paid in aid of the parish "schools, and the residue converted into exhibitions tenable at "some superior classical or semi-classical school."[2] Mr. Bryce speaks of Blackrod Grammar School, which, with a revenue of 254*l.* per annum, "educates badly 30 or 40 children. The sub-"jects of instruction are elementary, exactly as in the National "school a few yards off." Two miles from Blackrod stands Rivington, with an income of 281*l.*, which gives little more than an elementary education to about 80 or 90 children. "It would "be well to fuse Blackrod and Rivington into one, or to unite "Blackrod Grammar School with the National School, so "as to improve the latter."[3] Mr. Fearon calls attention to the existence of four little Grammar schools within two miles from Ware; none at all satisfactory. Hertford and Ware-side teach a little Latin and algebra. Ware is bad. Stanstead Abbot has a teacher of whom Mr. Fearon speaks well, but "the "endowment is a misfortune to the parish," for it keeps out a Government-aided school.[4] Similar remarks and recommendations are constantly made by our Assistant Commissioners in their separate reports on the Grammar schools.

(*b*) Endowments given for primary schools, but not now needed.

(*b.*) The second class of endowments referred to consists of those which were given for primary education, and are now rendered unnecessary by the schools aided by Government. There are, as we stated at the commencement of this chapter,

[1] See also Mr. Eve's Reports on Donington and Moulton. [2] Hammond, p. 448.
[3] Bryce, p. 705. [4] Mr. Fearon's Reports.

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more than 2,000 such endowments,[1] and in this number we do not include such as have been given for charitable purposes, at the discretion of the trustees, but are in fact applied wholly or partly to the assistance of the parish school. Some of these 2,000 endowments are now paid, like those last mentioned, to a primary school, supported mainly by subscriptions. If the school is aided by a Government grant, the amount of the grant is reduced, and the endowment is thus really applied in relief of the general body of taxpayers. But others maintain an independent primary school, and independence in such a case frequently involves a waste of money, a lack of proper control, and exemption from the salutary visits of an inspector. Thus at Leyland, a few miles south of Preston, is a grammar school with 27*l.* a year, a bad building, and 35 children, "one of whom could "decline *dominus* with only three or four mistakes." Not far off stands a Government school, having young boys and girls. Within half a mile of both these schools is a third, called the Golden Hill School, and endowed for primary education with 235*l.* a year. It gives, as Mr. Bryce was informed, elementary instruction to about 90 boys and 30 girls. Thus "all three give the "same elementary instruction (not good of its kind), and none "attempt to provide some higher teaching."[2] At Wakefield there is a charity school, called the Green Coat School, which is under inspection, and occupies the position of an ordinary National school, excepting that the fee is only a penny per week, while at the other parochial schools it is 3*d.* or 4*d.* Mr. Fitch points out that this school only damages the parochial schools without educating a different class, and reports that eight out of the eleven incumbents of district parishes in the town have formally stated this in some recent resolutions sent to the governors.[3] At Bridgnorth, the Grammar school has only 31*l.* a year; a Blue Coat school, with an income of 200*l.* a year, is at present "quite useless, since the town has a good supply of "elementary schools under Government inspection." The master of one of these told Mr. Bryce "that he often had boys who "would have profited by the superior instruction of a Grammar "school, and might have proceeded there, if their parents could "have paid the fee."

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[1] Some information respecting these will be found in the volumes for the several Registrar General's divisions. See also Hammond, p. 449.

[2] Bryce, p. 705. Mr. Bryce did not inspect the Golden Hill school, it not being a Grammar school.

[3] Fitch, p. 155, and Report on Wakefield Grammar School. See also pp. 200–202 and Stanton, p. 49 (Morgan's School, Bridgwater), and 53 (Silverton). Also Reports on Thornbury, and St. Chloe.

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(c) Endowments for clothing and apprenticing scholars.

(c.) In a considerable number of the schools named in the last paragraph and in some Grammar schools a portion, often a large portion, of the income is expended in clothing or apprenticing the scholars. It appears to be certain that the great majority at least of the scholars who receive these benefits are not in real want of them. Of apprenticing we shall speak shortly. The gift of clothing does not seem even to act in the way of keeping the boys longer at school. Thus at Hill's School, Westminster, Mr. Fearon was informed "the "boys are the sons of artizans or others in the condition of "skilled labourers. They never stay in the school beyond the "age of 14 years, and seldom beyond that of 13 years." At [1] Berkhamsted Bourne's school has an income of more than 300*l.* a year. "The master receives only 30*l.*, and the mistress "only 15*l.* per annum as salary; the sum of 78*l.* is actually "expended each year in weekly payments to parents who "send their children to the school. In other words, about "one-third of the whole expenditure of the charity is paid "in the shape of douceurs to parents in consideration of their "allowing their children to come and be clothed, taught, and "apprenticed by this charity." This is done in accordance with a scheme of the Court of Chancery.

Others for boarding scholars.

There are other schools still more largely endowed which board and lodge as well as clothe the scholars. Such are Colston's Hospital (net income, 3,400*l.*), and Queen Elizabeth's Hospital (2,000*l.*), at Bristol; Christ's Hospital, Lincoln (2,200*l.*); [2] Cheetham's Hospital, Manchester (2,600*l.*); Henshaw's Blue School at Oldham (2,200*l.*); Old Swinford Hospital (2,000*l.*); three in Westminster, viz.—Grey Coat Hospital (2,000*l.*); Green Coat (700*l.*); Emanuel Hospital (700*l.*); Aske's Hospital Hoxton (5,000*l.*); Bancroft's Hospital, Stepney, (2,000*l.*); the Great Hospital Schools at Norwich (1,700*l.*), and many others of smaller amount. Mr. Fearon visited and inspected six, which lay in his district. In some, as in the Emanuel and the Grey Coat Hospitals, an English education only is given; in others, as in Bancroft's and Aske's, Latin, Euclid, algebra, and French are added. "The discipline "and order in these hospital schools are almost always excellent," but "the boys show much less quickness and intelligence under "examination; they are much more apathetic and drowsy than "day scholars." "There is not," Mr. Fearon believes, "in any "one of these hospital schools (in his district) any admission "examination. The result is, the majority of these boys come in

[1] Fearon, Report on (Grammar School) Berkhamsted, *sub fine.*
[2] See Mr. Eve's Report.

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"at the age of eight or nine years totally ignorant." "Their "parents," said one of the masters to Mr. Fearon, "look forward "to getting them, before they are 10 years old, into one of the "hospitals, and make no attempt to educate them previously. "There is a certain class of persons who can always make pretty "sure of getting their children in. Such are messengers in the "House of Commons or House of Lords, or persons in the "employ of the governors."[1] Similarly, Mr. Stanton was informed, the boys at the two Bristol hospitals "are mostly "sons of the workmen or servants of the electors. . . . But at "both schools I believe what is called a deserving case would "have priority of attention."[2]

They now do some harm and little good.

Many of these endowments are, as has been shown, very large. They were given to promote education, and to assist in the maintenance and advancement in life of children, while and after receiving such education. They now act largely, though indirectly, in discouragement of education, and they are applied very frequently to the relief of classes of persons who could hardly have been regarded by the founders as within the immediate purview of their intentions. Whether it be desirable to spend such large sums in relieving parents selected at the pleasure of irresponsible trustees, not of the most destitute class, or even of a destitute class at all, of all cost for the board and clothing of some of their children, is, to say the least, a very doubtful question, but this much appears certain, that if the admissions were made a reward of merit, and a means of progress, to the scholars in primary schools,—if the education were put by the enforcement of good entrance examinations on a level superior to that of a National school,—if day scholars were admitted, some on payment, and some freely, winning their freedom by competition,—the "Blue Schools" and others of the same class throughout the country, would be quite as certainly as now fulfilling every intention of their founders, and would be exercising a far wider and safer beneficence.

They might do much good and equally fulfil founder's intention.

(*d.*) Endowments unconnected with schools.

(*d.*) The fourth class of endowments to which we desire to draw attention here, is composed of some which have been given for non-educational purposes unconnected with schools, but are now useless or harmful. The Commissioners who inquired into charities, from 1818 to 1837, the Popular Education Commissioners, the Inspectors of Charities, have all expressed decidedly their opinion that there are many charities of very considerable aggregate amount which might advantageously be applied to educational

[1] Fearon, p. 337. [2] Stanton, p. 59.

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objects. The Charity Commissioners have endeavoured to carry into effect some schemes for this purpose, but have frequently failed owing to strong local opposition. On the other hand there are not a few cases where the conversion has been made, and the place has gained a good school, and lost nothing which was of any real service. The subject is too large to admit of a minute examination here, and much striking evidence on this subject has been already given in the report of the Popular Education Commissioners, and the special report on the subject, made for them by Mr. Cumin, one of their Assistant Commissioners. But we may mention some particular classes of charities which appear to require a different application from that specifically directed by the founders, and which might not unsuitably and most beneficially be applied to education. If any particular charity were found to be really useful, there would of course be no desire to interfere with it; nor, if primary education were insufficiently supported in the locality, would it be reasonable to prefer altogether the claims of a higher education. But if due provision for primary education be recognized, as in one shape or other it now is recognized, as a duty incumbent on the locality, and on the general government, the application of these charities to the establishment of higher departments in the elementary schools, or of separate schools giving a higher than elementary education, or, it may be, specific technical instruction, or of exhibitions to enable the poor but apt child to continue his education, either general or special, longer than he otherwise could, would be really, though in a different form, a satisfactory fulfilment of the intentions of the founders. The classes of charities to which we particularly refer are the following:—

(1.) Gifts for doles.

(1.) *Doles in Money or Kind, as Bread, Coals, &c.*—There are some cases in rural parishes, where, if very carefully distributed, doles are reported to be useful.[1] But, in far the larger numbers of cases, and particularly in towns, where they often are of large aggregate amount, they encourage pauperism, they attract an idle and helpless population, and they do no good whatever. "At "Almondbury, a small village close to Huddersfield, the vicar "says that 450*l.* per annum are distributed among the poor. This "amount is given in sums of 5*s.* or 6*s.*, and the beneficial result is "neither seen nor felt longer than two or three days at most."[2] Mr. Fearon says;[3] "The general charities of one parish are said to "be worth at least 500*l.* a year, and as they arise principally "from rent of land, their value might be improved by re-letting

[1] Fitch, p. 225. [2] Fitch, p. 224. [3] Fearon, p. 273, 472.

"and judicious management. Their management, however, is in "the hands of the vestry, and they are almost entirely distributed "in doles, sometimes of money, sometimes in kind. The vestry "at its meeting appoints distributors for the several districts, "who are generally tradesmen. Thus at one time the distributor "is a baker, and then the dole is a bread dole. At another time "he is a coal-factor, and then it is a coal dole. The working of "the whole system is rotten to the core. Like the ancient "monastic relief, it creates as much poverty as it relieves, and is "the fruitful parent of vice. I heard of one parish in which there "were large doles, the effect of which was, that for two weeks "before and one week after the distribution, extra waiters were "put on at the gin-shops."

Mr. Bryce says, "Of the many cases in which I heard doles "of money condemned I may mention two. In Worcester an "immense sum of money is annually spent in charities, some "of which are said, with what truth I know not, to be applied "to political purposes. The particular charity of which I speak "is applied honestly enough, but most absurdly; 300*l.* a year "or more is distributed in sums of 2*s.*, the trustees giving "tickets to those who solicit them, which entitle the bearer "to have the 2*s.* paid him. As my informant remarked, the "time consumed by an applicant in finding a trustee, begging "the ticket from him, and going to the place of distribution at "the day and time fixed would have enabled him to earn 2*s.* in "an honest way. The demand for tickets, however, is always "great, and the results are what might have been expected. "On one occasion some man of forethought among the dis-"tributors sent to London and had down a great number of "florins which were duly given away to the ticket holders. "Next day he sent round to the public-houses, where the influx "of florins had been immense, and got them in again to serve "for next year.

"In Bewdley, a small town on the Severn, in North Wor-"cestershire, there is a charity called the Mill Meadow Charity, "whose income, amounting to about 100*l.* a year net, is given "away in sums varying from 2*s.* to 8*s.* 9*d.*, according to the "size of the applicant's family. The town contains 3,158 people, "and on the last occasion 1,300 applicants appeared, among "them many persons of substance. All the trustees of the "Grammar school, from whom I heard this, agreed that the "charity did nothing but mischief."[1]

[1] Bryce, pp. 841, 842.

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"Lichfield," says Mr. Green, "abounds in charities, and has "in consequence an ill-conditioned surplus population. About "600*l.* a year, I believe, is spent in doles and gratuities of "various kinds, and with a very bad effect. A quantity of the "inhabitants work as market gardeners, and in the summer "earn high wages, which they waste, in expectation of living "on charity during the winter."[1] "At Chesterfield," Mr. Calder informed us "that out of 1,400*l.* a year of charity, 1,100*l.* is "spent in a manner which almost every intelligent person con-"siders unsatisfactory. It is disposed of mostly in small sums of "half-a-crown, five shillings, ten shillings, and a sovereign, and "mostly at one time of the year."[2]

It seems that the amount of charities in England applicable to doles can hardly be less than 120,000*l.* a year.[3]

(2.) Gifts for apprenticeship.

(2.) *Apprenticeship and Advancement in Life.*—"The cha-"rities for apprenticing the children of the poor are calculated "to amount to 50,000*l.* a year. . . . Apprenticeship is in effect "industrial education; but it is the industrial education of a "past, rather than of the present age."[4] It appears clear that good masters do not require apprentice fees to be paid, that in many cases very few applications are made for these charitable sums, and that, in fact, the system of apprenticing is in most trades extinct. "Where the fee is taken, it is believed by the "Charity Inspectors, whose opinions Mr. Cumin had an oppor-"tunity of ascertaining, that it is divided by an underhand "arrangement between the parent and the master to whom "the boy is apprenticed."[5] At Chipping Sodbury only 38 applications have been made in 20 years, and there are accu-mulations to the amount of 660*l.* At Aylesbury "there is "an apprenticing charity which has considerable accumulations, "and already gives prizes to the grammar school." But edu-cation is not always so fortunate. At Bingley there is an apprentice fund of only 61*l.* per year, and yet there is an accu-mulated balance of 400*l.*, the applications averaging (for the last four years) only two a year; but a scheme of the Court forbids the application of it to education. At Cavendish, the deed regulating the school provides for apprenticing two poor lads annually from the school, or if any one should be found to be

[1] Green, p. 223.

[2] See also Reports on Aylesbury, Barmby-on-the-Marsh, Kirton-in-Holland, Worfield, Cirencester, &c.; and the evidence of Mr. Hare and Mr. Martin before the Popular Education Commission, and Mr. Hare's eloquent letter to the Mayor of Salisbury (appended to his evidence).

[3] Pop. Educ. Com., Rep. p. 531. [4] Pop. Educ. Com. Rep., p. 532.

[5] Ibid. Compare Wright, vol. viii. p. 697.

"more pregnant," maintaining him at the University of Cambridge. "There is no reason to suppose a scholar has ever been "sent to Cambridge." At Keighley, a fund of 540*l.* a year net is wholly distributed in doles, part having been left for apprentice fees, which are now obsolete.[1]

(3.) Gifts for marriage portions.

(3.) *Marriage Portions* appear to be for girls what apprentice fees are for boys, and an application to higher education would be all the more desirable, as there are so few endowments applied to the higher education of girls.

(4.) Gifts for poor prisoners.

(4.) *Redemption and Relief of poor Prisoners and Captives.*—The cases of imprisonment for debt are so much less frequent than they were once, that large sums left for the relief of prisoners are now unused. In the City of London there are charities for this purpose, the annual income of some of which was, in 1852, 1,740*l.* a year, and the accumulations of which since that time, omitting any interest on the same, may be taken as upwards of 15,000*l.*, for which there is little, if any, use at present.

(5.) Gifts for loans.

(5.) *Loan Funds.*—These are very numerous, and some of them, particularly those founded by Sir T. White for the benefit of 20 or more county towns, are very large. The capital of Sir T. White's loan charities is at least 125,000*l.* Mr. J. P. Fearon told us of another in Westminster "with upwards of 30,000*l.*, and "with very little purpose to which it could be applied." Sometimes "persons have borrowed 200*l.* or 300*l.* from such charities "at one or two per cent., and placed it in one of the joint stock "banks at five or six per cent."[2] It is evident that in such cases the charity gives a dole to a young tradesman.

(6.) Gifts for objects no longer practicable.

(6.) *Charities, for objects which have failed altogether,* as aids in the payment of the old tax called fifteenths, and other charities which have outgrown their original purposes, must necessarily be converted to some new purpose, and education is one of the most clearly beneficial. There are many such in the City of London. Mr. Rogers mentioned that "in the "parish of St. Andrew Undershaft there was a sum of 30,000*l.* "which they did not know what to do with."[3]

(7.) Gifts for general public purposes.

(7.) *Charities for general public purposes,* such as repairing roads and making bridges, clearly act in relief of the ratepayers, and the application of them to education, now that roads and bridges are provided for out of the town and county rates, would be merely substituting one form of relief for another. "At Market Harborough," says Mr. Green, "the Union estate

[1] Fitch, p. 230. [2] Evid. 13,353–4. [3] Evid. 13,577.

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"produces 700*l.* a year, and this income under various decrees of "the Court of Chancery has been applied to the three purposes of "apprenticing, relieving 'decayed housekeepers,' and repairing "highways. The new Highways Act has taken the highways "out of the hands of the feoffees, and at the time of my visit "the money that would otherwise have been spent on this object "was accumulating." Some proposed to aid education, and especially the grammar school out of it, but "here, as elsewhere, "what was wanted was clearly an initiative from without."[1] Meanwhile the grammar school has only 36*l.* a year, and a decayed schoolroom. Another school in Leicestershire, that at Loughborough, has been already provided with admirable buildings out of a similar fund.[2]

Town estates (not charities).

At Melton Mowbray there is a town estate (not technically a charity) which used to supply some money for the support of a grammar school, but does not do so now. It is administered by a tumultuous town meeting, and, as no poll is taken, the decision depends on the first 100 people who can get into the small town hall.[3] The corporation of Berwick "possesses property "to the amount of 10,000*l.* a year, and after the expenses of "the corporation (including the interest on a debt of 55,000*l.*) "have been defrayed, the residue of this property derived from "allotments is divided among the freemen under the name of "'stints and meadows.' "The town clerk informed me," says Mr. Hammond, "very candidly, that he himself as the oldest free-"man received the largest dividend, something between 10*l.* and "11*l.* per ann.; but he lamented the existence of the system and "thought that the residue of the Corporation property, instead "of being portioned out among individual freemen, should be "applied to public improvements, and more especially to educa-"tion. If this could be done in such a way as not to affect "existing interests, there would be a considerable sum which "could be converted to public use with but little private loss."[4] The Corporation already pay 800*l.* a year to a school called the Corporation Academy, which is quite gratuitous to freemen's sons, but is not large enough to accommodate others. Town estates, already partly supporting secondary education, are found at Lancaster, Alnwick, Great Grimsby, and other places. If a system of secondary education were once set on foot under adequate public guarantees of efficiency, more of such funds

[1] Mr. Green's Report.
[2] Mr. J. P. Fearon's Evid. 13,318-13,323.
[3] Mr. Green's Report.
[4] Hammond, p. 291.

would probably be devoted to its support. But a system, an initiative, and public confidence are necessary for this purpose. ENDOWED SCHOOLS.

Before leaving this main division of our subject, viz., the scholars of the endowed grammar schools and the education intended for them, we desire to draw attention to the fact that though the changes required are large, they are in truth not larger than have been actually wrought by the uncontrolled drifting of the schools, or the uncertain interference of Parliament and the Court of Chancery. Mr. Fearon has drawn up a list of the foundations for grammar schools in the metropolitan district, which came under his inspection. They are thirty-three in number. The schools have been established at different times, from 1418 to the present time, *i.e.* during four centuries and a half. "Of these 33 foundations, 24 were expressly designed for the "teaching of *grammar*, or *Latin*, 6 of which expressly included "*Greek*, 2 for the teaching of *mathematical science*, and 4 for "education generally without mention of any particular subject; "while 3 were not designed by their founders for educational "purposes at all, but were converted to such purposes by "the Court of Chancery. It appears further, that of the first "thirty schools, three were designed by their founders for the "education of *poor children*, without distinction of sex, but "with preference to those who were poorest, or who were "orphans or destitute, or the children of day labourers; four "were designed for poor children, without distinction of sex, or "limitations of the notion of poverty; eight for *poor boys* or "*male children*, to the express exclusion of females; eleven for "children without any limitation as to sex, poverty, or social "condition, and four expressly for children of *the rich as* "*well as of the poor*."[1]

Conclusion.

Large changes inevitable.

They are now made uncertainly.

Now if we look to what these schools are now, we find that, "even in important matters, all have been metamorphosed from "the original form given them" by the founders of the charities. Three do not at present exist as schools at all; another has a master, but no scholars; in another the masterships are suspended during the preparation of a new scheme; eight or nine give a purely elementary education, and are inferior to a decent national school; none educate girls, except Christ's Hospital which has 17 girls in its list of over 1,000 scholars. Two very wealthy institutions, Christ's Hospital and Dulwich College, are utterly changed from their specific original purpose; and the four schools which

[1] p. 256–259.

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Mr. Fearon selects for especial commendation as really useful schools are the City of London school, which was founded "for "the clothing, maintenance, and education of four poor children," and is now purely a day school for 930 boys paying fees, and the three schools[1] which have been created within the last 30 years out of funds left for eleemosynary, not educational, purposes. In other words, with perhaps the exception of Highgate and Stepney, which were founded with few if any restrictions, the most useful schools are those which have been most changed.[2]

They should be made on a system.

But it is, we repeat, not enough to change, unless the change be made in harmony with other changes. There is no part of this subject which does not show strongly the need for reforming the grammar schools upon a comprehensive plan, which shall do justice alike to the intentions of the founders and to the wants of the locality. A place is not really benefited by indiscriminate gratuitous education, nor by the practical exclusion of others from its school, nor by protection from the healthy stimulus of competition. It is benefited by ready access to the means of learning, and a visible standard of high education. But this ready access and high standard cannot be produced by isolated dealing with particular schools. There are few places so large and varied as to be self-sufficing, few endowments so great and so happily placed as to be enough and not more than enough. It may be a hard lesson to learn, but it is none the less true, that a place need not lose a privilege because others share it, and that selfishness brings no blessing even in the matter of school endowments.

The imposition of capitation fees adds to the means of efficiency by the supply of additional funds, and by the removal of the dead weight of boys who do require other education, and do not require that given in a grammar school. The selection of free scholars by merit helps the persons who, if any, have a right to be helped, and it helps also those from whom they are selected, and those into whose ranks they come. The affiliation of schools sorts the scholars still further, and giving the locality generally an education which is higher than elementary, but not higher than they can really use, enhances the benefit to the selected scholars, because it improves the schools they enter.

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[1] The three schools are the Stationers', Whitechapel Foundation, and St. Clement Dane's. Fearon, p. 372.

[2] Comp. Wright, p. 667. "Those minor schools are amongst the least useful "which have changed the least; those which are now doing good service have for "the most part done so only since the time when they were modernized."

II. MASTERS.

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The schools are isolated units.

The preceding part of this chapter has been devoted to the discussion of the changes required according to the evidence of our Assistant Commissioners in the functions and position of the endowed grammar schools. We have now to show how far the machinery which at present exists for the teaching of "grammar" in endowed schools is working satisfactorily, and in what respects in particular it stands in need of improvement. This machinery consists of a master or masters to teach the scholars, of trustees to hold the property, apply the income, and control the masters, and of the site and buildings in which teaching is carried on. There is no general educational control superior to the trustees of the individual schools. The visitor, if there be any, and if his aid be ever invoked, or the Court of Chancery, from its general jurisdiction over all trustees, may occasionally intervene; and the Charity Commissioners, exercising a similar jurisdiction, may also give advice on points of law, and of their own motion inspect; but the control is partial and uncertain. The Universities and various other examining bodies exert an indirect influence, which is powerful in the case of the higher schools, but slighter in the case of the lower. Subject to these qualifications it may be said the grammar schools stand side by side, affecting in many important ways the well-being of education and the growth and direction of English intellect; but each shut up, as it were, in itself, with no authorized source of guidance to which they can resort, and no public tribunal to call them to account for their stewardship of the high interests which the State has permitted their founders permanently to entrust to them.

The master is the main spring of the machinery.

The appointment of the master is amongst the most important duties of the trustees, and we shall therefore reserve our remarks upon it till we treat of their duties. But the master, when appointed, is in some schools in a very different position from that which he fills in others. He has a different tenure of office; his powers are different in theory and still more different in practice; his emoluments are calculated on a different scale and made dependent on different circumstances; the work assigned him may be definite and limited, or it may be such as readily to yield to energy and enthusiasm, and assume from its expansion a much more important character. But the tenure, the powers, the payment of the mastership are but the means to an end; the end of these is to get and keep a capable master, as a capable master is in his turn the means to produce intelligent

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scholars. "Such as the master is, such is the school," says Mr. Fearon[1], and to this must always be added, the school is not for the master, but the master for the school. The present state of the endowed schools preaches both lessons, but preaches them together. The work which the school is to do, that is, the length of school life which it is to cover, must be first fixed, and then the abler the master who can be obtained for this work so fixed the better. The particular tenure, the limitation of the powers, the scale of emoluments of the mastership, must be judged, according as they tend to attract ability to the post and to secure devotion to the work.

i. *Tenure of Mastership.*

i. He must not have a permanent office.

What should be the precise conditions on which a mastership should be held may admit of much discussion, but one thing seems to be put by the evidence beyond all doubt, that any tenure which legally or practically makes the master irresponsible does not do justice to the school. The mastership of a school cannot justifiably be treated as a sinecure post of dignity, or a reward of family affection, or a prize of pleasant companionship, or a pension for the unfortunate and aged, or the means of eking out an insufficient ecclesiastical stipend, or of supporting literary labour. The interest of the scholars is paramount, and unless that be made paramount by the master, however fit he may be for other posts, he is not fit for this. No man in founding a permanent school, whatever regulations he may have given, can have intended his school to be inefficient; and if he had, the State would not be justified in permitting it to be permanent. Yet instances, though not so common as they once were, are still found in which, whatever be the precise cause, the income of the mastership is at least not promoting the interest of the school.

Instances of schools suffering from master being (1) indifferent to the success of the school, or incompetent;

Thus,[2] at Ottery St. Mary's, the master was elected, as it is stated, on the understanding that he should take boarders, but he fixed the terms so high (120*l.* a year) that they were practically prohibitory. Six day boys, all very young and paying fees, composed the school. The boarders' dining room was occupied as a coach-house by two of the master's carriages, the night study was a laundry, and the large dormitory a billiard room. At Earl's Colne our Assistant Commissioner found a master (since dead) receiving over 200*l.* a year and occupied in preparing

[1] Scottish Report, vol. vi. p. 55.

[2] See also reports on Kidderminster, Kibworth, Normanton, Thornton (near Bradford), Stainmore, Selside, Woodhouse, Presteign, Petersfield (Churcher's College), Hastings (Parker's school), &c.

a system of "teaching prime numbers," the system being contained in two perfectly unintelligible cards which were shortly to be brought into use in the school. "Of late the master had "attended the school a short time daily." "The head master of "Kington grammar school told" Mr. Bompas "that it was not "worth his while to push the school, as, with the endowment "(about 200*l.* a year) and some other small source of income, he "had enough to live on comfortably without troubling to do so." At Drighlington the mastership is held by the incumbent of the district parish, and "the school is in a pitiable state of squalor, "disorder, and ignorance." "At Skipton (651*l.*) the head master "had appointed his nephew and his son to the second and "third masterships, and" Mr. Fitch "found the discipline most "inefficient, and the instruction slovenly, immethodical, and "unintelligent; there was no one subject in which the boys "seemed to take an interest, or which had been taught "with average care or success." At Sedbergh (with an income of 610*l.* a year) there were 13 pupils at the time of Mr. Fitch's visit, and it appeared as if even this number would be reduced; the school rooms were in a shameful state, and the scholars, though showing signs of having had teaching, were in a thoroughly bad state of discipline, and apparently only staying on to qualify for the school exhibitions. At Bingley (204*l.*) "the sons of the master and of the incumbent of the "parish appeared to absorb an inordinate share of the teach-"ing; none of the town boys had made even respectable "progress in the ordinary rudiments of education." At Bosworth (net income of school 792*l.* a year) the head master taught three boarders and no others; the under-master only attended when he chose, the usher taught an inferior village school. Thame had two masters receiving 300*l.* between them, one of whom had a good house also. Mr. Fearon found one boy in the school. A private school close by had 80 boarders and 40 day scholars paying higher than the grammar school fees. At Witney the head master contented himself with teaching Greek to one boy. Reading had three scholars, and there was no hope of the school reviving under the then master.[1] Aynhoe had five scholars, the master having once had a flourishing school at Banbury, and having come to Aynhoe for retirement. North Walsham (266*l.*) had only 11 pupils, and "the "whole place wore an aspect of decay and desolation," but the master objected to a new scheme being procured. Stamfordham

[1] The master has, we believe, since resigned, and the school is being reorganized.

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had 20 boys and girls, most of them extremely ignorant. At Burton (in Westmoreland) the school was without a master, the last having held office for nearly a year without attending personally to his duties or even being resident in the neighbourhood. At Whitgift's Hospital, Croydon, the late master (who died last year), Mr. Fearon was informed, found no pupils attending the school when he came, and never had any at all during the 30 odd years that he was master. At Netherbury the master has other business, and at one time carried on continuously with the school the business of a flour and spinning mill. Mr. Stanton examined the upper half of the school: "they were profoundly ignorant on all subjects." At Botesdale the six free pupils were taught at a private commercial school; the master pays the small income from endowment to the private schoolmaster, and himself resides in the school house without ever having personally discharged the duties of his office. This arrangement has lasted for 40 years. At Coxwold the vicar lives in the schoolhouse, the boys are sent to the national school under a similar arrangement. At Snareston the master chiefly occupied himself in farming eight acres of the school land. At Butterwick the head master attended for about two hours a day; at Heptonstall for about half the school hours; at Hawarden he gives little attention to the school; at Risley, "a gentleman for many years held the "appointment of head master and drew the pay without per- "forming in person the principal duties of his office, which were "left to a deputy, who seems to have paid himself chiefly by "private boarders. This state of things lasted till Midsummer, "1865."[1]

(2) or physically infirm;

In other cases it is not from neglect or want of capacity on the part of the master but from his physical infirmities that the school is suffering.

At one school in Mr. Giffard's district "the master was at the "time of his election and is still very deaf. He had previously "conducted a private school in the town and had made himself "useful to his fellow townsmen as vestry clerk. It was feared "that if a competent man were put into the school, poor ——'s "school would be ruined; so the trustees determined to give "the vacant mastership to —— himself."[2] Among the schools Mr. Richmond visited in Suffolk, "at one, the master did no "work whatever, but supports an old age in the comfortable

[1] It may be noticed that our forms of inquiry were issued in May 1865.
[2] Giffard, p. 123.

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"schoolhouse; at another he was almost helpless from age and "paralysis; at a third, he was honest enough to declare that he "was no longer fit for work; at a fourth he was deaf; while at "three others he was no longer in the prime of life and "languishing under his work." That is to say, more than a fourth of the grammar schools in one county were suffering from the bodily infirmities of the master.[1]

(3) or having another office.

A third class of cases is formed by those in which the master holds, either in virtue of his mastership or independently, some other office, usually an ecclesiastical office. Mr. Green, after saying that in Staffordshire and Warwickshire he did not meet with a single case of positive neglect of duty, proceeds:— "Excluding chaplaincies of unions, which seem generally to be "filled by masters of grammar schools, there are eight schools" (*i. e.* about one-fifth of the schools) "in the two counties, of "which the masters hold other appointments. In one of these "cases—that of Walsall—the master is necessarily under the "scheme (of 1797) minister of a chapel of ease, which involves "his preaching two sermons on Sunday; owing to the size of "the place and school, this is a most mischievous arrangement, "and is felt as such by the master. The master at Stratford is "in a precisely similar position. At Newcastle, again, the master "of the grammar school has the care of a large parish in the "town, and has his attention diverted from the school to a most "unfortunate extent. At Kinver the master of the grammar "school is also vicar of the parish, and has till lately given up "the care of the school almost wholly to a deputy. In the other "cases the work is of a less absorbing kind, but in all, I think, "it tends to divert the master's interest in greater or less degree "from the school; in two of them the master avowed to "me his desire to be rid of his scholastic work altogether."[2] Mr. Bryce mentions "a school in Shropshire which had gone "almost to nothing. The master was incumbent of one parish, "curate of another, and chaplain to a workhouse besides.[3] At "Barmby-on-the-Marsh, the holder of Blanchard's lectureship "is required to preach twice every Sabbath day and to teach a "grammar school. The incumbent of the parish is Blanchard's "lecturer, and receives 97*l.* a year from the estate." There is no grammar school whatever; the master simply subscribes "volun-

[1] See also reports on Holt, Huntingdon, Hampton (in Middlesex) Towcester, Crosby Ravensworth, Measand, South Leverton, Barnstaple, &c.

[2] p. 157. See report on Bishop's Waltham.

[3] Bryce, p. 528. Compare Thetford, Trent (in Somersetshire), Spalding, Wotton-under-Edge.

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tarily " 2*l.* to the village school, which is not under inspection.[1] " The founder of the grammar school at Dolgelly, himself a " clergyman, expressly forbade the schoolmaster to have any cure " of souls. For a long while past the mastership has been " regularly given to the curate of the parish, who reads two " or three services every Sunday, and has an extensive parish to " look after. A few years ago some persons in the neighbour- " hood appealed to the founder's will, and took the question to " a court of law, when it was held that the curacy was not " technically a cure of souls, and that the letter of the rule was " therefore not infringed. Infringed in spirit it certainly was, " and the school ruined in consequence. "When I visited it," says Mr. Bryce, " I found it held in a small parlour in the " curate's lodgings; there were two scholars aged respectively " 8 and 11."[2]

or from taking private pupils.

In other cases the master holds no other office, but takes private pupils. So far as these pupils are treated as part of the school the practice is beneficial; but so far as they are regarded with peculiar favour, are kept distinct from the regular scholars, receive exceptional privileges, and draw off the head master's attention from his proper work, so far the practice is seriously injurious. Sometimes, indeed, the private pupils are in every way separate from the school; thus, at Newbury,[3] Mr. Fearon was informed, the master took (besides boarders who were taught in school) private pupils to prepare for the competitive examinations. The schoolboys appeared to come ill prepared, and the teaching of the school was evidently by no means in a satisfactory state.

These evils are well known, and different remedies have been provided.

Three classes of cases have thus been mentioned in which the schools suffer from the insufficient services of their masters; their tenure of office being legally or practically compatible with neglect of the schools, or with incompetence produced by bodily infirmities, or with other occupations which distract the master's attention. All of these are matters of no recent origin. The founders frequently endeavoured to provide against their occurrence; the Commissioners who inquired into charities drew special attention to them[4]; the new schemes frequently make their prevention the object of special provisions. Where the head master of a school, as was very commonly the case, had a freehold tenure of his office, new schemes have in the case of inferior

e.g., Power has been given to dismiss master;

[1] Mr. Fitch's Report. [2] Bryce, p. 527.

[3] Compare also Colwall, Enfield, Yeovil.

[4] See especially their last Report, xxxii. p. 1. For the general law upon this subject see below in chapter iv. p. 446.

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schools made future masters subject to dismissal at the will of a majority of the trustees, in others have given the power to a large majority or to a majority with the consent of the visitor or Charity Commissioners. "At Ruthin the governors, by the "Act of Parliament of 1863, can dismiss the master without "alleging any cause, on giving him three months' notice; a "regulation most unusual in grammar schools, but," says Mr. Bompas, "I should think most advantageous." At the City of London and some other London schools, the masters are all appointed subject to annual re-election.[1] Dr. Howson told us that he had a strong conviction that no constitution could work so well as that of Liverpool College, of which he was then principal. "I am absolutely removeable at a moment by the directors, and all the masters are removeable at a moment by me."[2] Power has been frequently given to the trustees to pension a master whose age or other infirmity renders him unequal to discharge his duties with vigour, and to prohibit or control his engagement in other employment or his reception of private pupils. Besides these more regular methods of securing the responsibility of a master, two expedients have been resorted to, which speak forcibly of the need which has been felt for adequate legislation. One is the practice of requiring from the master a bond to resign on notice being given, a practice which appears at least in some cases to be illegal[3]; the other is that of appointing to the mastership of schools which have become merely elementary the incumbent of the parish, in order that the acting master may be his paid deputy, and therefore readily dismissible. Sometimes this plan is adopted for another reason also; because the deed of foundation or scheme requires the master to be a graduate, and it is felt that a certificated master would be really much more suitable. Frequently,[4] but not always,[5] when this course is adopted, the nominal master pays over the whole of the salary to the acting master, or to the school account, and sometimes himself assists gratuitously in the work of the school. It is obvious, however, that such an arrangement gives the incumbent almost absolute power over the school, and it is not always desirable that he should exercise such a power alone.

or to pension him;

or bonds to secure resignation have been required;

or the freehold tenure has been evaded.

[1] Fearon, p. 285. At Holt the master is subject to biennial re-election.

[2] Evid. Q. 2590. See also Fitch, p. 131.

[3] Fitch, p. 129. Bryce, p. 445.

[4] See Reports on Howden, Bourn, Snaith, Ilkley, Shipton, Brough, South Leverton, Eardisland, Attleburgh, Harleston.

[5] See Reports on Llan Egryn, Walthamstow.

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To grant a pension is sometimes advisable of itself;

more often is an escape from worse evils.

The power of pensioning cannot of course be exercised except at the expense of the school funds. Frequently these are already too small to admit of any subtraction for the purpose. Where a master has served the school faithfully and long, it is an act of justice and gratitude as well as of policy, if the funds be sufficient, to pension an old or failing master before the school is seriously affected by the decline of his powers.[1] But pensions do not always rest on such satisfactory reasons. Cases occur in which the trustees have in effect to make the choice between three alternatives; whether they shall allow an incompetent or negligent master to ruin the school by treating it as a sinecure, or shall risk a suit in the Court of Chancery by dismissing him, or, in fact, buy him out with a pension. The last is often the cheapest and best course. As to the first course there is no knowing how long the undeserving master may continue. Mr. Martin, the Inspector of Charities, said, in 1860, "I reported 24 years ago a schoolmaster in Borough "Green, in Cambridgeshire, as deserving to be removed. I "found him there four months ago teaching or pretending to "teach two little boys. He is since dead."[2] As to the second course trustees will not be willing to incur costs to the extent of 1,200*l.*, as the trustees of Fremington School (income 80*l.* a year) did in the rightful exercise of their plain duty,[3] or if the decree should throw the costs upon the school funds, to cripple for many years the finances and consequent usefulness of the school. Thus more than 20 years ago Mr. Fitch says, "the number of "scholars in a famous school was reduced to six. The governing "body, dreading the expense of legal proceedings, offered if the "master would retire to secure to him a pension of 187*l.* 10*s.* "per annum, which he still enjoys."[4] Boston Grammar School is deprived of two exhibitions, the money (80*l.*) going to a late head master, "now vicar of Frieston, under whom the school had "dwindled to nothing." At Moulton[5] "an annuity of 100*l.* has just "fallen in, which was paid for many years to the late master, "who is said to have made the place a sinecure.[6] At Dilhorne, "the late master, who did not use the school building in "Dilhorne, but built himself a large house two miles off, where he "had at one time a flourishing establishment for boarders, was "pensioned off in 1852 with 130*l.* a year, which he still enjoys." At Bolton-on-Swale,[7] a master who had during 25 years never

[1] Stanton, p. 55. Bryce, p. 488. [2] Pop. Ed. Com. Evid. Q. 4052.
[3] Letter of Rev. Scott F. Surtees (vol. ii. p. 119).
[4] Fitch, p. 128. See also Bryce, p. 445. Mr. Hammond's Rep. on Grimston.
[5] Mr. Eve's Reports. [6] Mr. Green's Report. [7] Mr. Fitch's Report.

done more than take his private pupils over to the schoolroom and instruct them with such of the free boys (never more than two or three at a time) as learnt Latin, leaving to an usher all the other instruction, received a pension of 100*l.* a year on the school being closed by the trustees in consequence of its inefficiency.

But more is wanted than a power of dismissal, or a power of pensioning, or a restriction upon extraneous employment; more even is wanted than the determination to put such powers into effect, or the constant watchfulness which shall rouse the trustees and others to their duty, or the provision of a cheaper and quicker tribunal than the Court of Chancery. All of these are but awkward methods of repairing the machinery when broken. What is needed is, first, that the machinery should be good, and, secondly, that it should be self-acting. If a master fit for the particular position were selected, if he were entrusted with ample powers for the administration of the school, if his emoluments were made largely and intimately dependent on his success, there would be less need for the exercise of powers of removal, which might then wait for extraordinary emergencies. We propose to discuss each of these points in order.

But it is better to prevent than to cure these evils.

How to prevent them.
1. Choose a fit man.
2. Give him large powers.
3. Bring success or failure home to him.

ii. *Qualifications of Masters.*

ii. Qualifications of master.

We have already shown that the character and functions of a school are at present but loosely fixed. But, whatever the scheme or deed may say, the circumstances of the place and the endowment often leave little doubt as to the position the school will assume. If the income from endowment is small, and the neighbourhood sparsely populated, the school must, if continued as a school at all, be predominantly either a boarding school, or an elementary school. If it be allowed to become an elementary school, it ought at least to be a thoroughly good one and something more. Yet a University degree coupled with Holy Orders, or at least a degree, is often the necessary qualification for the mastership. The only means of obtaining a graduate master is in some cases to appoint to the mastership the incumbent or his curate. It is true there are a few cases in which this course appears in the present disjointed state of secondary education to have in some degree raised the character of the school.[1] And some time since, under a different state of circumstances, in the northern counties, the combination of the offices of parish clergyman and schoolmaster was frequent and useful. "Two "generations ago," said one of our witnesses, the secretary to

Need not always be graduate or clergyman.

[1] Daventry, Horton in Ribblesdale, King's Norton.

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the Carlisle Education Society, "this practice prevailed almost "invariably in Cumberland, and the teaching was very much "better than it is now. If the schoolmaster was not a clergy- "man he expected to be so. Bishop Percy cut off the connex- "ion. He refused to ordain the country schoolmasters, and "the consequence has been that they deteriorated directly. But "the clergymen have been improved."[1] Mr. Richmond shows that in Westmoreland the change has often left the form only of classical instruction, while the elementary education has not been made wider or more thorough in order to supply the loss of the reality.[2] We can hardly be wrong in thinking that, so far as the improvement of the clergy has been due to the change spoken of, it is due to the greater freedom, secured by the separation of the two offices, in prescribing and enforcing a higher standard of clerical qualifications, and a stricter devotion to clerical duties. A precisely analogous course is required for the improvement of schoolmasters. If elementary education is all that the village containing the school requires, a University graduate and a clergyman will rarely make the school his chief care, or find in it a spring to rouse his enthusiasm. The qualifications which he possesses are not those which are best adapted to this work, and it is obvious that a man with only half his heart in his work and only half his time given to it, is not nearly so useful to a school as one who, with nominally inferior qualifications, has studied the art of teaching, is in sympathy with his pupils, and takes interest in his work. Some of the worst schools," says Mr. Fitch, "which I "ever saw in my life were conducted by clergymen; they were "nominally grammar schools, but no Latin or Greek was taught "in them. They were the only schools in their respective "villages, and they were filled with the children of the poor. As to "methods and results the work was such as would have disgraced "a pupil-teacher in his first year."[3] Yet only the other day, when it was proposed in a new scheme for Slaidburn school to remove the restriction to clergymen the Vice-Chancellor refused to do so. The salary of the master is 50*l.* a year; the curate is always appointed master, and the school endowment is thus converted into a subsidy for the church.[4] It is noticeable that Archbishop Harsnet in his statutes for Chigwell school

Such qualifications are unsuited to elementary schools.

[1] Rev. J. S. Hodgson, Q. 17, 618.

[2] Memorandum on Westmorland (vol. ix.).

[3] Fitch, p. 189. See also Mr. Stanton's Report on Trent in Somersetshire, and Mr. Hammond's Reports on Stamfordham and Walsingham.

[4] See also Reports on Clipstone, Haydon Bridge, Bungay, &c.

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in 1629, though dwelling particularly on the importance of religious instruction, ordered "as soon as the schoolmaster do enter into holy orders, either deacon or priest, his place to become void, *ipso facto*, as if he were dead."[1] Even the usher might not, said Bishop Pilkington, at Rivington, unless in case of pressing need, be curate of the parish church.[2]

And should not be *enforced* in middle schools.

Nor is it in elementary schools only that such a restriction is often injurious. Mr. Stanton says: "I was struck with the "number of well-qualified laymen who are now doing good "work as head masters or subordinates in other schools. In "truth if a school be essentially a middle-class school, intended "chiefly for farmers and tradesmen, the master who is of the "same rank as his pupils, who understands their habits, sym- "pathizes with their prejudices, and knows by personal expe- "rience their peculiar failings and temptations, is more likely to "succeed in humanizing and teaching them than one whose "associations are more entirely connected with an upper class."[3]

Effect on dissenters of the *limitation* of masterships to clergymen.

But there is another point from which the frequent limitation of the office to clergymen has to be viewed. It impairs the chance of the school being regarded as an object of common interest and support by the whole of the inhabitants. That a clergyman is often the best qualified person is doubtless no less true, than it is right that the best qualified person should be appointed; but the limitation may be hurtful to the school in the same proportion that it is felt or fancied to be offensive to a large number, perhaps the majority, of the inhabitants. Even the restriction of masterships of endowed grammar schools to churchmen has something of the same effect. Moreover it forms, as Mr. Green points out, one among several hindrances which exist to a nonconformist's protracting his school life and looking forward to a University career at least at the old Universities. There are so few scholastic places which he can aim at. It is the more important to notice this, "as the "better boys at grammar schools are often dissenters. The "ministers of nonconformist congregations are among the few "educated parents who habitually use them."[4]

More specific limitations quite unnecessary.

It is not uncommon to find it prescribed[5] that the master should be a graduate of Oxford or Cambridge or even be a master of arts of one of them.[6] There can be little use in such a restriction to the older Universities, or to any particular degree. A master of arts degree as distinguished from that of a bachelor of arts

[1] Carlisle, *i.* 418. [2] Bryce, p. 527.
[3] Stanton, p. 54. [4] Green, p. 173. [5] Fitch, 135–137.
[6] At Abergavenny the master must be a graduate of Jesus College, Oxford.

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means at Oxford or Cambridge only that a man is three years older, and has paid 20*l.* or 30*l.* In some cases again marriage is a disqualification for election at any rate, if not for tenure. The restriction is not always regarded, and it is hard to see what can be said for its maintenance.[1]

But knowledge, skill, and culture are requisite. Are these found in graduates?

But the requirements of a University degree, or what in some later schemes is allowed as a substitute, that of a government certificate, is at present the only means of securing a certain amount of knowledge and ability in the master. The school is less at the mercy of a body of trustees who may wish to pension an old fellow townsman,[2] or of the founder's heirs who may have a *protégé* to provide for. But neither a university degree nor a government certificate supplies exactly the test required. The former does not necessarily mean more than that a man has only just escaped rejection on a low pass examination; it does not imply any experience in teaching, still less any portion of the gift of teaching. On the average it does imply a fair amount of positive knowledge of Latin, of Greek, of the elements of mathematics and divinity. But the graduate may be nevertheless, and in many cases he is, destitute of the power, or at least of the habit of realizing a boy's difficulties, and of himself grasping a subject with clearness, and presenting it to his pupils by the side which they are best able to comprehend. He is probably destitute of any knowledge of the best practical methods of teaching a class, and of testing and recording their progress. On the other hand a University degree, at least at the older Universities, is some evidence of three or four years spent in an intellectual and cultivated society. "Graduates," says Mr. Bryce, "often come as "head masters to a grammar school, knowing little of modern "methods of teaching, and wholly unpractised in matters of dis- "cipline or domestic economy. But they usually set to work "with more energy and in a higher spirit than any other class "of teachers. These merits belong in some measure to all "Universities, although much less to those which, like the "Universities of London and Dublin, give degrees without "residence."[3]

In certificated masters?

In trained and certificated masters?

The certificated master has something more than attested knowledge; he must have had some experience and have conducted a school with some success. The master who has been trained as well as certificated has a very distinct advantage within the range of his training. He is no doubt apt to be mechanical, apt to explain too much, prone to recognize only one form of excellence,

[1] Fitch p. 137. So also at Beaumaris.

[2] Giffard, p. 123. Mr. Stanton's Report on Thornbury (Attwell's school).

[3] Bryce, p. 679.

that of conformity to a closely defined type, and to judge progress, not by the hesitating results of silent growth, but by the readiness of superficial display.[1] But, as compared with an untrained and uncertificated teacher of the same class, he is, with rare exceptions, vastly superior. The untrained man commonly, if he be attentive to his work, becomes mechanical also; but the methods to which he clings are unskilful; his standard of order and knowledge is low; he judges progress by tests no less superficial and more misleading than those of a trained master.

Great need of teachers who have more knowledge than certificated masters and more skill than graduates.

'Now, while it is clear on the one hand that for all the higher teaching in first grade, and the highest in second grade schools, a graduate is required, for he alone in any but exceptional cases has the requisite knowledge, and on the other hand that the third grade schools will be better taught by certificated masters than by either inferior graduates or uncertificated teachers, there is a middle region of great importance, which neither is well fitted to occupy at present. Some of the lower "teaching" in first grade schools, and most of the work in second grade schools requires a class of men who shall have more knowledge than all but the very ablest of the certificated teachers, and more skill and ability than inferior graduates. Mr. Green, speaking of assistant masters, dwells on "the want of men better suited to "the grammar school system than the certificated masters, and "to whom 150*l.* a year is not so poor a pittance as it is to one who "has spent 600*l.* or 700*l.* on his education at Oxford or Cam- "bridge. At present," he adds, "so far as I have seen, the want "is best met by men from the Scotch Universities, especially "from Aberdeen. Loughborough and Oundle afford very favour- "able instances of their employment."[2] Mr. Hammond, speaking particularly of the need for more oral teaching in the lower classes of all schools, says, "the certificated masters" that he met with "were in no instance equal to the best Northumber- "land teachers, either in their method of instruction or appa- "rently in the range and reality of their knowledge. They "were fond of hard technical words and unintelligible rules, "whereas the best oral teachers employed simple terms and homely "illustrations."[3] Mr. Fearon in his Scottish Report[4] says, that "the Scottish teachers in secondary schools come to the work "better prepared on the whole and better qualified than the "ordinary teachers of middle schools (especially those of the "second and third grade) in England." It cannot be said that there are at present many teachers in England, who have pre-

[1] Comp. Fitch, p. 324. [2] Gen. Rep. p. 183. [3] Gen. Rep. pp. 392, 302. [4] p. 47.

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English and science especially require new teaching.

pared themselves to give methodical instruction in English or in natural science, or even perhaps to teach arithmetic, on thoroughly scientific principles. The certificated teacher has rarely had those social advantages which would enable him to move freely in the society of graduates, and himself to occupy and to make his subjects occupy a good position in the school. Nor will French and German be thoroughly taught, unless the teachers are gentlemen, scholars, and thoroughly acquainted with English. Mr. Fearon suggests that the best plan would probably be "to appoint as "the master of modern languages in a grammar school an "Englishman who has had a superior education but who has also "resided abroad, and to supplement his labours with those of a "visiting French master."[1] He adds that teachers of foreign languages are now inadequately paid.

Teachers of foreign languages.

Mr. Wright has called our attention to a very objectionable custom. New French masters are sometimes required to pay money, sometimes to a large amount, in the nature of goodwill, to those to whom they succeed. "This custom," he says, "exists at three "of the most considerable grammar schools in Derbyshire, and "probably elsewhere. There is said to be a similar custom in "the case of German masters and drawing masters, but no "instance was discovered." Any such custom must tend to narrow the choice of a new master, and put obstacles in the way of dismissing him.

iii. *Powers of Head Master.*

iii. Powers of head master.

The powers of the head master are sometimes much restricted, sometimes, either of right, or by the practical non-interference of the trustees, very large. The matters on which discussion is often raised are the amount of the fees, the admission of boarders, the enforcement of an entrance examination, the punishment and expulsion of foundationers or day scholars, the introduction into the course of study of new, or omission of existing, subjects, the enforcement of the same course on all the scholars, the examination or appointment of external examiners, the length and frequency of holidays, the appointment and dismissal of assistant masters.

Especially as regards appointment of under masters.

To most of these matters we have already referred, and our specific recommendations on all, so far as we think it necessary to make any, will be found in the seventh chapter. The last here requires a longer notice. In many grammar schools, for instance in a fourth of those in Lancashire, a second

[1] Gen. Rep. p. 298–9. See also Bryce, p. 646; Hammond, p. 403; Stanton, p. 20; Giffard, p. 193.

master, called the usher,[1] was provided for in the foundation, and ordered to be appointed by the trustees with or without the concurrence of the head master. In other schools where a second master is a modern addition the appointment is left to the head master with or without the concurrence of the trustees. "Where the assistant master or masters is or are paid by the "head master out of his profits without recourse to the trustees, "the power of appointing and dismissing rests with the head "master alone."[2] In the West Riding of Yorkshire out of 64 schools, 31 have more than one master. Of these in 15, the appointment of the assistants is in the master, in 16 it is in the trustees.[3]

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Present practice.

To the usher was sometimes assigned a certain number of the boys, at other times the more elementary subjects of the school course, at other times "he was to be ruled by the schoolmaster "in his discipline, and for matter and manner of teaching whom "or when."[4] The duty of the master (says Mr. Bryce), "as "appears by an examination of the original statutes, was to "instruct the elder boys in Latin, Greek, and Theology, while "the usher taught the younger ones reading and the Latin "accidence; and also, in the case of more recent foundations, "writing and arithmetic."[5] Nor is it at all uncommon to find the master and usher teaching to a great degree *independently* of each other. "If a grammar school," says Mr. Fitch, "becomes "large enough or rich enough to have a second master, it is cut "boldly into two. It has little vital unity to be destroyed by "this process; with schools as with animals the lower the type "of organization the less important such vivisection becomes. "Many a school has two masters, but they generally sit in "separate rooms and work quite independently." Even within the last three or four years a scheme has been framed for Halesowen school, which divides the school in this way, "a provision "which the master had had the good sense and boldness to dis-"regard."[6]

Position of usher.

This system or absence of system is due in a great degree to the practice which is usually continued in modern schemes of giving the appointment of second master to the trustees and making him responsible directly to them. There are cases

Not often appointed by head master.

[1] Usher is the Latin *ostiarius, i.e.* the doorkeeper. *Ostiarius* was the name of the lowest order in the Church ministry, and hence became applied to the master under whose teaching the boys first came.

[2] Bryce, p. 522.

[3] Fitch, p. 132.

[4] Archd. Johnson's Statutes for Oakham and Uppingham Schools.

[5] Compare Alford.

[6] Mr. Bryce's Report. See also his Gen. Report, p. 500.

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where this independence has evidently been mischievous, and there are others in which it would be mischievous were it not for the happy dispositions of the persons holding the offices of master and usher.[1] Even at schools such as St. Peter's, York and at Monmouth and Norwich grammar schools, the head master has not by the schemes the appointment of any one of the assistant masters. At Grantham the power is taken from the head master in another way. "If any master has more "than 25 boarders, the trustees may require him at his own "expense to provide an additional master. The case has "occurred in the third master's house." Mr. Eve was informed "that he provided a master who was of very little use to "the school."

Reasons why he should be so appointed.

It would be possible to give the appointment of all assistant-masters to the trustees, and give the control and dismissal to the head master. But there is good reason for giving him the appointment also. It is not merely a question whether the trustees or the master would appoint best. That would depend on the judgment of the particular persons for the time being, and in neither case hitherto has the welfare of the school been always the first consideration.[2] The head master is not always bold enough to appoint one better or stronger than himself, and the trustees, even if they are careful in their selection of a head master, sometimes look upon the inferior appointments as pieces of patronage in the bestowal of which they may gratify feelings of personal liking or pity. But if the master has not the appointment and control of his assistants, it is impossible to hold him responsible for the good conduct and teaching of the school.

iv. *Emoluments of Masters.*

iv. Emoluments of head master.

The emoluments of a master in many of the old foundations consisted in a residence and fixed salary, which was frequently increased by voluntary gifts on the part of parents of the scholars; in other cases, the benefit of the foundation being confined to a limited class or number, he was allowed to make charges to others for instruction in the school. This liberty was made more profitable in many cases by the master being supplied with a house in which he could receive boarders. Occasionally, instead of a fixed salary being given to the master, he was

[1] See Reports on Bradford, Giggleswick, Boston, Caistor, Thetford, Market Rasen, Louth, Sandbach, Rochester (Williamson's School). Fitch Gen. Report, p. 132.

[2] See Reports on Ashborne, Spalding, Skipton, Ludlow.

entitled to the whole produce of the estate, but at the same time bound to keep in repair the house and school buildings.

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It is obvious that when the net produce of an estate or the amount of the fixed salary is considerable, the master is independent of the success of the school; his income may, perhaps, not be large, but it is large enough to make him indifferent to the prospect of an increase, if the increase of income must be purchased by an increase of exertions. Mr. Bryce says, "In "many schools, as for example Burnley, Clitheroe, Kirkham, "Warrington, the fixed income (that from endowment) bears a "large proportion to the variable (that from fees), while in "some, such as Bolton, Rivington, Penwortham, Blackrod, there "is no variable income whatever. It is now generally admitted "to be an evil that that part of the master's gains which does "not in the least depend on his own exertions should equal or "exceed the part which does; and I saw abundant proof in "the torpidity of many masters, and in the stories that reached "me of the state of the schools in past times, to believe it a "very serious one."[1]

Often independent of the success of school.

Modern schemes usually assign the master a small fixed salary, and treat this as the payment for teaching a certain number of scholars; any further payments from endowment consist of a capitation fee on each scholar beyond this number. Besides this to the master is usually assigned a fixed proportion, frequently one half of the fees paid by the scholars. The other half is usually divided between the second master (or usher) if there is one on the foundation, and the general school expenses. There can be no doubt such an arrangement is a great improvement upon former modes, and is in the right direction; but there are two points which seem to require further consideration, first, whether it is necessary to give permanently any fixed salary at all; and, secondly, whether it is necessary to fix in the scheme itself the precise proportion which the master is to take out of the scholars' fees As to the first point, it is of the utmost importance for the school to be freed from an incompetent or unsuccessful master as soon and as easily as possible. However ample may be the powers of dismissal given to the trustees there will always be great reluctance to use them, and the greater the fixed salary the greater the loss which the action of the trustees would thus inflict, and the greater probably the delay which will be made before the necessity of inflicting it is brought home to the managers. But if the masters' emoluments are derived from the scholars' fees, or

Modern schemes give him a small fixed salary and a proportion of capitation fees.

Should any salary be fixed?

[1] Bryce, p. 524. Cf. Hammond, p. 458. Fitch, p. 163-165.

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at least made dependent on the number of scholars, they drop away as the master fails to attract scholars. This system will almost secure by its own action the master's retirement.

Should his proportion of capitation fees be fixed?

The application of the amount raised by the fees of scholars in fixed proportions is liable to check the development of a school by leaving little to pay additional masters. It is clear that if the fee paid be (say) 8*l.* 8*s.* and one-half of this be assigned to the head master, and one-quarter to the second master, there is but very little left to discharge the additional expenses which an addition to the school occasions. If 25 or 30 boys to one master be as many as can be wisely assigned as the proper proportion, at least in a classical school, the endowment or the profits on boarders would have to bear the difference between the 200*l.* for the salary of a master and the 50*l.* or 60*l.* raised by the quarter's fees. Nor do the additional boys beyond a certain number add greatly to the labours of the head master; they probably do not add at all to the labours of the second master. At Moulton school the whole of the scholars' fees are distributed between the head and second master. At Dulwich upper school *three-fourths* of the fees are thus disposed of. At Grantham the head master has one-half, the second master one-quarter, the third master one-eighth. Strangely enough the same scheme leaves it free to any person in the town to take boarders. The result is that 10*s.* 6*d.* a boy, or 13*l.* for 25 boys, is all that is left to help the endowment in providing the additional master which that number would require. It would seem very advisable to retain to the trustees a power, either to alter the distribution after a certain number of scholars had been reached, or to compel the head and second masters to pay an additional master for every additional 20 or 30 boys. The latter provision already exists in some old statutes.

Head and second masters alone usually have variable income.

It is rare for any but the head and second masters to have, by sharing in the fees, a direct pecuniary interest in the success of the school. Mr. Fearon gives us one instance; that of the Whitechapel Foundation School.[1] In Liverpool College all the masters are paid by shares in the fees. The rise in the prosperity of the college has thus raised the salaries from 100 or 200 shares at 15*s.* per share to 100 or 200 shares at 23*s.*[2] Mr. Green[3] also notices the fact that at Brewood "the French master in addition to a fixed "salary receives a certain sum on every boy who passes the

[1] Gen. Rep. Append, p. 463. On the desirableness of such an arrangement see Hammond, p. 469.

[2] Rev. Dr. Howson, Q. 553, 2644–2652.

[3] Report on Brewood.

"University local examinations and a further sum on every one "who is placed in the first class in French at the same."

Scottish method of organizing a school, and paying masters.

Mr. Fearon[1] and Mr. Bryce[2] both advocate the introduction into at least some endowed schools of the Scottish system of fixing a separate fee for each subject of instruction and making no regular course compulsory. It is said to have at least two advantages; it gives to parents who are jealous of overmuch or of any time being given to Latin or to the higher subjects of instruction, the means of fixing their sons' subjects of study according to their own wishes. It also enables the teachers of all the subjects to be paid according to their success and directly to realize their responsibility. But we do not think such a plan generally advisable in England,[3] nor is the adoption of it necessary either to satisfy parents or to give teachers a fit pecuniary interest in their success. Parents will be satisfied if they get what they ask for, even if the interest of the child be also regarded by his getting something more. And the system pursued at Liverpool College may be extended, if it be thought desirable, by being made to rest on the results of an authorized examination and modified accordingly from time to time.

Scale of masters' incomes generally low, except where boarders are taken.

The general scale of remuneration both of head and assistant masters is low, excepting where a large boarding-house is kept. Mr. Bryce calculates the average year's income (excluding profits of boarders) of a head master in the large towns of Lancashire at 317*l.*; in small towns' grammar schools at 138*l.*; in country schools at 75*l.* The average income of the usher or second master is probably not more than 120*l.*, 70*l.*, and 30*l.*, in the three classes respectively. About half of the head masters have also a house, which is equivalent to an increase of from 10*l.* to 100*l.* per annum. Five or six have also the profit of a boarding establishment. One or two second masters have boarders, and in a few cases they receive board and lodging.[4] Lancashire is probably below the average, but the difference is more in the infrequency of boarders than in the other elements of gain. The highest incomes of head masters derived from endowment and day scholars' fees are probably the following:—At Birmingham nearly 2,000*l.*; at Dulwich and Tonbridge under 1,100*l.*; at Bedford 1,000*l.*; at the City of London School and Durham under 1,000*l.*; at Christ's Hospital, 850*l.*; at Leeds, 800*l.*; at York, 719*l.*; at Repton, 710*l.*; at Canterbury, about 700*l.*; at Doncaster, under 700*l.*;

[1] Scottish Rep., p. 16.
[2] Gen. Rep. p. 767.
[3] See above, p 167, note.
[4] Bryce, p. 525.

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at Newcastle-on-Tyne, 665*l.*; at Manchester, 585*l.*; at Oundle, 550*l.*; at Macclesfield, 540*l.*; at Hammersmith, 500*l.* In all these cases (except City of London, Doncaster, Newcastle, and Manchester schools) the master has also a house free of rent, rates, and taxes. At Tonbridge, Bedford, Durham, Leeds, York, Repton, Canterbury, Doncaster, Macclesfield, and Hammersmith, he has also boarders, the profits from which amount in a few cases to 1,000*l.* or 1,500*l.* a year. Probably[1] in none of the other grammar schools in the country is the clear income of the head master exclusively of the fees and profits of boarders, more than 500*l.* a year. At Uppingham and Bromsgrove it is under 200*l.* In many it does not exceed 200*l.* or 300*l.* At Ipswich and Derby the income is merely the amount of the rent of the buildings. In schools which have become merely elementary schools the master's income is usually less than 100*l.*

Profits of boarders are therefore necessary;

The above statement will show how important a consideration in estimating the means of paying masters is the question of boarders; for without them the master's receipts, under present arrangements, would be insufficient, except in a few cases, to attract men of superior ability, and to enable them to devote themselves entirely to their school work. It should be remembered also that if the profits on boarders are to be considerable (whether these profits be received directly by the master, or, as on the hostel system, by the trustees) the number of boarders must be considerable. Yet it is not at all uncommon to find a master allowed to take boarders, but limited to six or ten or twelve. On a small number like this not only the total profit, but the profit per head is relatively much smaller than with larger numbers; and moreover the inevitable fluctuations in the number of applicants are liable to tell seriously on the gains of the establishment. In schools mainly non-classical, such as Bunbury, the profit per head stands in a larger ratio to the salary of the master than it does in higher schools, and thus even a small number of boarders make a perceptible addition to the master's income. An experienced master of this class told Mr. Wright,[2] that he thought it an advantage both to the school and to the master that he should take some boarders; but that "ten or twelve should be

but are *nil* if the boarders are few.

Except in non-classical schools.

[1] Where the head master pays assistant masters, and takes boarders, it is difficult to separate the clear income furnished him by endowment and day scholars' fees from that furnished by boarders. The general statement in the text has been arrived at by considering the income derived from endowment and day scholars' fees to be free from any deduction for the salaries of assistants, unless the number of day scholars was so large as to require such additional masters paid by the head master.

[2] Wright's Sum. Mem. vol. viii. p. 672.

"the maximum, and perhaps six would be the wisest number "for them to receive." ENDOWED SCHOOLS.

Emoluments of assistant masters.

The range of assistant masters' emoluments exclusive of boarders is from an extreme maximum[1] of 600*l.* and a house to 30*l.* per annum, or sometimes even less.[2] At Christ's Hospital, out of 26 masters, the salaries of more than half are 200*l.* and upwards. At the City of London School none are above 400*l.*; the average is 250*l.*, "and the masters are underpaid."[3] The great majority of assistant masters in grammar schools probably receive not more than 200*l.* In many schools the salary is frequently under, sometimes much under, 100*l.* On the other hand profits on boarders make the income of the assistant masters at Uppingham about 1,000*l.* a year.

Emoluments of masters and assistant masters in modern schools.

(1.) Semi-classical.

The income in some schools of modern foundation of a semi-classical or non-classical character may be mentioned. At Framlingham College "(310 boys in February 1866) the head master's "salary is 300*l.* and a house, and eleven assistant masters receive "from 130*l.* to 70*l.*, such of the assistants as are single men having "board and lodging besides; married men, with the exception of "the head master, having a larger salary in lieu of these allow-"ances."[4] At the Whitechapel foundation commercial school (entirely a day school of 230 boys) the three highest masters received from endowment and fees 287*l.*, 192*l.*, and 130*l.* respectively; other masters received 100*l.*, 60*l.*, and 40*l.*; some had houses provided. At Bunbury (102 boys) the total income of the head master was 160*l.* besides house and profits on boarders. He was assisted by two pupil-teachers and one paid monitor.[5] The four excellent King Edward VI. elementary boys' schools (150 boys each) at Birmingham have each a head master at 150*l.*, an assistant and a pupil-teacher. The assistant is paid 45*l.*; but "this amount is not enough to attract a teacher worth "having: the only chance of filling the place satisfactorily is to "retain an old pupil in it."[6]

(2.) Non-classical.

v. *Number of Masters.*

v. Numerical proportion of masters to scholars.

The numerical proportion of masters to scholars may be expected to vary directly with the character of the instruction, being higher as that becomes less elementary, and partakes more of a University character, and inversely with the size of

[1] Except at Bedford, where it is 849*l.* and a house.
[2] Comp. Hammond, p. 307, 353.
[3] Rev. Dr. Mortimer, Q. 36–54.
[4] Hammond, p. 373.
[5] See also Wright's Sum. Mem. vol. viii. p. 672.
[6] Green, p. 108.

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the school, the larger numbers allowing of a better classification of the scholars. The age of the scholars is chiefly important in its effect on the character of the instruction. A school preparing boys for the competitive examinations for scholarships at Eton or other classical schools may consist of young boys, but will require a large number of masters. But backward boys require more individual attention, though the teaching be of an elementary character. To take only schools where the instruction is efficient[1]:—At Marlborough College (500 boys) the proportion is about 1 to 25 boys; Uppingham (300 boys), and Sherborne (180 boys), about 1 to 20; at Canterbury (106 boys), about 1 to 15; at Bradfield (109 boys), 1 to 11. Of the three schools of St. Nicolas College, in Sussex, at Lancing (containing 120 boys), the proportion is about 1 to 12; at Hurstpierpoint (340 boys), 1 to 22; at Shoreham (280 boys), about 1 to 25. At Framlingham College (310 boys), the proportion is 1 to 26; at Norwich Commercial School (200 boys), 1 to 30; at Saham Toney, a proprietary school of the same character as Framlingham, but having only 50 boys, 1 to 17.[2] Mr. Hammond points out that oral teaching, such as is practised in the Northumberland schools, requires fewer teachers in proportion than one which endeavours to prepare any considerable proportion of the scholars for a formal examination by means of written exercises. "Thus at Newcastle Grammar School there are on an "average 200 boys receiving instruction from six teachers, one "teacher being always off duty; and at the Duke's School, "Alnwick, 100 boys are efficiently taught by a master with "one assistant. On the average one teacher to 35 boys is found "sufficient wherever the instruction is imparted rather with the "view of arousing the attention than of developing the reasoning "powers of the boys."[3] Examples of non-classical schools have been given in the preceding paragraph.

(*a*) In classical schools.

(*b*) In semi-classical schools;

(*c*) where the teaching is mainly oral.

III. GOVERNORS.

An endowed school requires some means of permanent maintenance. There must be some person or persons in whom is vested the right of appointing a new master on a vacancy occurring, and of holding and managing the property of the

[1] Any average would be particularly uninstructive in this matter, because both a large proportion and a small proportion are usually signs of a bad *school*, but from different causes. The first implies an insufficient power, and the *latter* will often arise from the school being emptied in consequence of its badness.

[2] Hammond, pp. 373, 380, 366.

[3] p. 306. On the two systems of teaching, see also pp. 391–394.

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school. The management of the property may of course be given to the master himself, as in the case of the parson of a parish; the appointment of a new master is in endowed schools never vested in the master himself.[1] But the two functions, though both, in all but a very few cases, assigned to some other person than the master, are by no means always assigned to the same classes of persons, and still less with the like powers and limitations.

Classification of trustees or governors.

Patrons and trustees or governors may conveniently be classed under three heads according as these powers are vested in—

i. A body specially created and continued for the administration of the school, or of the charity or charities of which it forms a part:

ii. A society of persons already associated for other purposes:

iii. One or two (rarely more) persons, representatives of the founder, either as heirs or proprietors of certain manors or lands.

i. Governors, consisting of a Body specially created.

i. The first of these classes is much the most numerous, and is that to which almost all but some of the ancient foundations belong. About three-fourths of the whole number of grammar schools are under a body of individual trustees who have the legal management of the property, appoint the master, and claim some control over him. Of the remaining fourth some wholly fall under one or other of the two latter classes, in the others the powers of government are divided.

Of these bodies of individual trustees it is difficult to give any general description. They are differently constituted, they are composed of very different kinds of persons, they have ample or narrow powers, they act on different traditions, they vary in the care and wisdom with which they administer the trust, according to the character and disposition of the individual members But it is satisfactory to observe that there appears to be little in any evidence of present malversation.[2] The inquiries of the Commissioners, who reported to Parliament from 1819 to 1837, the subsequent legal proceedings which have been taken by the Attorney-General, and the establishment of the Charity Commission, have prevented the continuance of those abuses, which were not uncommon before, and the memory and effects of which still remain. Complaints, however, are still heard of trustees

[1] At Old Malton the master appoints the usher, and the usher has a right to succeed to the mastership, if he be competent. Fitch, p. 134.

[2] Fitch, p. 113. Bryce, p. 433.

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becoming tenants of the school lands;[1] and the practice of lending the school money to a neighbouring landowner on personal security has not yet been given up.[2]

Neglect very common.

But the state of a great many schools is such as could not exist, if they were under active managers, who had the interest of their schools at heart. A large and important school will attract an able master, who may be wisely and safely left to manage with little control from the trustees. The school is before the eyes, not merely of a small town or remote country village, but of the county or nation. There is less need for the watchfulness of trustees, but there is also less inducement to leave their duty unfulfilled. The school gives dignity to its governors. But a smaller school, however useful it might be made by care and exertion, can only sue for their attention *in formâ pauperis*. Yet in proportion to its insignificance does it require their support.

To take a few instances:—At Blandford Forum the trustees are 11 country gentlemen. "Three of them met at Dorchester, 16 "miles off, in April 1860; no further meeting took place till "1865, when four of them met, and they had not met since." At Evershot the master knows only one trustee, and him by sight only. The full number of trustees is 12, and they fill up vacancies in their own number. On the last occasion, when new trustees were appointed, nine members of the family of the chief landowner in the parish were chosen, no resident or near neighbour, except the landowner himself, being on the list. It is said that for the last 10 years none have exhibited the slightest interest in the school. At Lewes "the present trustees (nine in "number) were appointed in 1852. One of them resides in the "town; the others are noblemen and gentlemen who have seats "in the county. No meeting of the trustees had been held "since 1859. Two of them have paid occasional visits to the "school, have given prizes to deserving boys, and have generally "shown an interest in its success." It is clear from Mr. Giffard's account that this is not enough. At East Grinstead "the trus-"tees are five in number, and all non-resident, except the vicar, "who is a trustee *ex officio*. No meeting of the trustees has "been held since 1856, in spite of repeated efforts of the present "vicar to convene one." At Newcastle-under-Lyme trustees were appointed "by the Court of Chancery, who nominated the present "master, and have never met since." Dolgelly, Ystrad Meurig,

[1] Bryce, p. 433. See also Mr. Elton's Report on St. Bees.
[2] Mr. Elton's Reports on Drigg and Wigton.

and Presteign had suffered from the neglect, and Usk from the quarrels of the trustees. The property of Pwllheli Grammar School appears to have been some time ago made away with altogether, and the school is now extinct. Bitterley, Wrexham, Threshfield, Whalley, Botesdale, Bulwell, and Little Thurlow have no trustees at all. New Alresford had but two, one of whom was quite infirm. Brandon had but two, one of whom was non-resident. Market Drayton is left to one churchwarden. At Burtonwood the full number of trustees is 15. There are three surviving; two are paralytic, and one imbecile.[1] At Evesham out of 11 trustees five were still alive, but of these one had never acted, one had left the town, one takes no interest in the school, one is old and infirm. The one acting trustee could not succeed in getting others appointed because the school was concerned in a Chancery suit, and people feared lest they might become entangled. At a school near London no one seemed to know who were trustees. A chemist stated to Mr. Fearon that he received some dividends and handed them over to the schoolmaster, and added that he, too, "would shortly be out of the trust altogether."[2]

Nor is such want of vigorous supervision without its natural effects. What inattention may do is well seen in Mr. Bryce's description of the Grammar School of Oldham. "In a gloomy "and filthy room in the worst part of the great and growing "manufacturing town of Oldham (population 72,000), I found "a teacher, who had himself received a very scanty education, "hearing 12 dirty and unkempt children, none of them over 10 "years of age, reading in an elementary lesson book. They read "very badly, could not write down numbers on the slate, and "proved, on examination, to be unable to do anything in arith-"metic. For many years past no one had cared for the school, "and thus it had been allowed to sink from the respectable "position it had held 20 or 30 years before into a state which "would have disgraced a hedge school in the remotest country "district." It appears some of the trustees were non-resident, and others fully occupied with business. The endowment, it is true, is only 30*l.* a year, but in a large town little endowment is required to make a suitable school successful. This school, like others, had been successful, and had been allowed to fall.

Undue interference rare.

The opposite fault, that of undue interference, does not appear to be at all prevalent. It is an evil present to the imagination of some people, who tell stories of its ill effects, but it is rarely

[1] Bryce, p. 440.

[2] Fearon, p. 314.

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found to any serious extent in practice.[1] At Wimborne Minster, indeed, the scheme orders the governors (inhabitants of the parish,) to meet at least once every month, and gives them the power of prescribing to the master the most minute details. He has no power to use the school-room except at such hours as they permit; and a notice is hung up in the school-room, that boys who have any complaint to make of the treatment they receive in the school should first apply to the head master, and, failing to obtain satisfaction, should address themselves to the Governors. At Bath a reporter is present at the quarterly meetings of the trustees, and the pettiest details are circulated in the local paper.[2] These are instances, no doubt, of what might occur in many places, where the grammar school has been the centre of local quarrels, upon which the Court of Chancery has perhaps pronounced, but which it has failed to extinguish. If the imposition of capitation fees or allowance of boarders has been resisted, if there has been a struggle as to the admission of Dissenters to the school or to the trust, if there has been an attempt to remove the master for anything but the most patent immorality, there may continue for long a quick sensibility and a nervous state of suspicion, which may draw the trustees into an activity which is mischievous, because it is apt to be petty and jealous. But except on such disputed matters, and often even without this exception, languor is far more to be feared.

Reasons of neglect.

Nor is this a matter of wonder. There is almost every cause which could produce and in some degree justify such a state in full operation. The trustees are frequently non-resident gentlemen of the county, who do not use the school for their own sons, and do not look upon it as an object claiming their charity; or they are farmers of the neighbourhood who know little about education, and do not set a high value upon it; or they are tradesmen of the town, who think a grammar school education a waste of time, and grudge it the endowment. They are appointed for life, and if they took an interest once, get tired of the school, and find its concerns only a trouble. They are elected by the existing members of the trust, or are members *ex officio*, or appointed by the Court of Chancery, and have no pledges to redeem, and no need to seek a continuance of favour. They cannot always give the necessary time, and, acting gratuitously, they do not feel themselves bound to any unusual exertions. They are con-

[1] Stanton, p. 51. Bryce, p. 447. But see Bryce, p. 458. [2] Mr. Stanton's Reports.

fronted by a master who is negligent, or incompetent, or listless, or infirm, and he has a life tenure also and can obstruct improvements. They are bound by the terms of an ancient will or the minute regulations of a modern scheme, and have great difficulty in knowing what they may do and what they may not do, and are glad to rely blindfold upon their solicitor. They know that action leads more easily than inaction to a breach of trust, and that the Court of Chancery cannot always, consistently with its own rules and modes of procedure, exempt from considerable costs an honest though mistaken trustee. They have no large experience of other schools, no trained eye to see the defects of their own. Trusteeship does not convey to their minds the duty of activity, but of caution and quiet. They are used, perhaps, to the sight of the grammar school inefficient, and it does not occur to them that it ought to be, and might be, busy and vigorous and fruitful.[1]

There are not a few exceptions to this general description; but they are usually exceptions due to the fact that one or two of the trustees are men who are energetic in whatever they put their hand to, or have a special liking for the cause of education. Much, too, depends on whether the trustees belong to the class, and indeed, at least in some degree, to the highest class, of those who themselves send their boys to the school.[2]

Defects in the constitution of special boards of trustees.

It would not be possible or desirable to fashion all boards of trustees on precisely the same model;[3] but it is worth while to draw attention to some points in which many boards are now badly constituted.

1. Requirement of residence within a small area.

1. It is sometimes a necessary qualification for a trustee that he should be resident in the town, or parish, or neighbourhood. In other cases, the landowners or gentlemen of the county form the board, though the place, where the school is, has grown from a village into a large town. It is clear that trustees who are non-resident, as many county gentlemen often are non-resident for all practical purposes, are often little better than no trustees at all:[4] and trustees who are chosen from a narrow area, and perpetually on the spot, if they have not a tendency to be meddlesome, are at least little likely to take wide and enlightened views. They look to the immediate interests of the parish only, and do not estimate even its interests aright. They lack boldness

[1] Cf. Bryce, pp. 448–453.

[2] Mr. Green (p. 234) speaks of this working well at Atherstone, Wolverhampton, and Loughborough. See also Giffard, p. 124. Wright, Sum. Min. p. 674.

[3] Hammond, p. 463.

[4] Bryce, p. 441. Reports on Burnley, Wigan. Giffard, 122–3.

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and they lack experience. For a town school it cannot work well to exclude the leading townsmen; for a country school, if it is to be more than a primary school, it cannot be well to confine the management to the parish. Mr. Fitch says, "In large parishes "like Halifax, Leeds, Wakefield, or Doncaster, a rule which "limits the governing body to the residents works exceedingly "well." Of its working in smaller places he gives Haworth as an instance. "Here I found 13 boys so ill instructed that the "school is a type of the worst schools in the district, yet in "reply to my communication I received an official letter con-"veying to me the resolutions adopted at a meeting of the "trustees, as follows:—'That the trustees consider the present "'state of the school adapted for all classes of society in the "'township of Haworth. That the trustees are satisfied with "'the present state of the school, and do not contemplate any "'plans for its improvement.'"[1]

2. Trustees not of same class with scholars.

2. The trustees are often persons of a different class to that of the parents of the scholars. If they are country gentlemen they send their own sons to the large public schools, and have nothing to draw their attention to the local grammar school; if they are townsmen there is a constant desire on the part of professional men to make the school somewhat exclusive, and on the part of tradesmen to reduce the standard of education to a purely commercial one. If they are farmers they may send their own sons to private schools in order to avoid contact with labourers, and may feel disposed, in conjunction with the landowners, to convert the grammar school into a primary school, that the endowment may go in lieu of their own subscriptions.[2] But though the class of the parents should be well represented on the trust, it is very undesirable that the parents themselves should have much power of interference. "In proof of this," says Mr. Hammond, "it need only be stated that judicious parents, when they "have once reposed confidence in a schoolmaster, never do "interfere. They are nevertheless subject to all the evil results "arising from the interference of other parents more ignorant "than themselves."[3] The experience of proprietary and of private schools speaks to the same effect.

3. Exclusion of Dissenters.

3. The boards are usually composed of churchmen only, the law often requiring such a restriction, and the power of self-election supplying the deficiencies of the law. It is said that the majority of the Governors of King Edward VI.'s School, Birmingham, were

[1] Fitch, p. 122. Fearon, p. 313. See Wimborne.
[2] See above, p. 210. Mr. Green's Report on Appleby in Leicestershire.
[3] Hammond, p. 462. Mr. Eve's Reports on Newark and Great Grimsby.

once Nonconformists; but that accident having given the opportunity to the churchmen, none but churchmen were ever afterwards elected.[1] As more than half the inhabitants are Nonconformists the exclusion is the subject of great annoyance. In a Lancashire school "the mayor of the town had been during his term "of office an *ex officio* trustee, and had done so much that it "was desired to retain his services, but found impossible owing "to a rule excluding Dissenters."[2] The question is one which, though not generally exciting very much interest, has important bearing on any reconstruction of the schools. Mr. Green says, "The fact that a proposal to exact fees at Walsall (where the "restriction is in the scheme governing the school) would undoubtedly be made an occasion by the Dissenters to press for "the removal of the disabilities to which they are now subject "there, has increased the unwillingness of the governors to "make the proposal."[3] Indeed, in large towns where the Nonconformists are numerous and often wealthy and influential, it is not likely that those who are debarred by a rule or practice of this kind from all share in the management can view the school with any feelings other than indifference or hostility. Nor is this exclusiveness shown to be at all necessary to prevent dissension. "Those schools (as Manchester, Rivington, and "Warton), in which members of the Church of England and "Nonconformists sit together at the board of management, "are as peaceful and prosperous as their neighbours." Of course the case is different where the question is unsettled or old disputes have left their sore.[4] Political exclusiveness has a somewhat similar effect, and is often combined with the other.[5]

4. Sometimes the trustees are a number of persons unconnected with one another, who become trustees *ex officio*. Usually, the majority of such persons, having no natural connexion with the school, leave the management to one or two who may happen to take an interest, or to some persons who may be resident near the place.[6] Thus the richly endowed school at Lucton in Herefordshire (net income 1,346*l.*) is under the control of the founder's heir male, with eight persons (chiefly clergymen) holding offices in London, who appoint a local board. 44 boys

4. *Ex officio* trustees.

[1] Evid., Q. 18,090, 18,094–5. [2] Bryce, p. 438.

[3] Green, p. 235. See also the memorial addressed to the Commissioners from inhabitants of Skipton (vol. ii. p. 216).

[4] Bryce, pp. 437, 438; Stanton, p. 51. Reports on Kingsbridge and Ilminster.

[5] Green, p. 235. Elton's Report on Colchester. Bryce's Reports on Blackburn, Bury, Wem.

[6] Rev. E. Thring, Evid. 9928–9.

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educated and clothed gratuitously, 19 others who pay 1*l.* a year, and 10 boarders, are all that this large endowment serves to educate. Nor large as it is, does it prevent the master (who is but poorly paid) from having an incumbency also. The governors objected to our Assistant Commissioner examining the school. Oakham and Uppingham have seven distinguished *ex officio* governors, but they rarely act, there being 18 others who are resident in the neighbourhood. Mr. Fitch says, "I have found a strong opinion "adverse to the appointment of mere *ex officio* trustees selected "on the ground of their personal or official eminence, but without any local associations or near interest in the school."[1]

5. Too numerous or too few.

5. It is needless to dwell on the inconveniences of a very large or a very small body of governors. The number is sometimes enormous. At Bedford there are 51, at Blackburn 50. At Boxford 37 trustees manage a school whose income is a rent charge of 40*l.* a year, and which has eight scholars. At Normanton a revenue of 10*l.* a year is entrusted to a body composed of various *ex officio* persons who can hardly have been thought likely to be less than 20, and might be almost any number. Our Assistant Commissioner found the master "leisurely reading "'Bell's Life in London,' and eleven children following their own "devices."[2] From six to twelve is the number of trustees spoken of as desirable by Mr. Fitch and Mr. Bryce.[3] Mr. Thring complains of the division of responsibility in the large board at Uppingham.[4]

6. Mode of appointment. (*a.*) Co-optation.

6. The system of co-optation or self-election as it is called, that is, of trustees being appointed to fill vacancies by the surviving members, has advantages when the surviving members are by some accident the wisest.[5] But when trustees are selected, not because they occupy a leading position in the town, or have intelligence and public spirit, but on the ground of personal friendship, or political or theological agreement, or merely social position, there is an all but incurable tendency to an exclusive tone of feeling. However disinterested they may really be, yet if they represent, or are thought to represent, "a clique or a "particular form of local opinion, they are sure to be met by "a popular cry as soon as they propose a change."[5] Yet the number of boards in which the vacancies are filled up by the remaining members are very numerous. Mr. Fitch says that in the West Riding, "in two cases only are the trustees elected to "their office by the suffrage of the parishioners. In five cases

[1] Fitch, p. 120. [2] Fitch, p. 120. [3] Fitch, p. 124. Bryce, p. 436.
[4] Evid., Q. 9988–9993. [5] Green, p. 235.

"the whole of the governors are *ex officio*, in six others a portion only of the trustees are self-elected, while the rest serve "*ex officio*; in fifteen others the only *ex officio* governor is the "incumbent of the parish. In these last and in the remaining "36, the whole of the trustees possess the power of filling up "the vacancies as they arise."[1]

Elected for life.

The evils of a close system of appointment are greatly aggravated by the appointment being for life. Obstructive trustees may continue to prejudice the welfare of a school and of a town for many years. Midhurst school is at this time suffering from the obstinacy of a leading trustee, who has carried his opposition to a scheme of the Charity Commissioners so far, as to lead to the resignation of his fellow trustees, and to deter others from taking their places. The school has been closed for eight years and the buildings are rapidly decaying.[2]

(*b.*) Nomination.

Some means of occasionally introducing fresh blood into the management are essential. A limited tenure of office, and election or nomination from without of at least a portion of the board offer the best means of affecting this. Of nomination by the Court of Chancery or Charity Commissioners, which is not unusual, we shall speak in the next chapter.

(*c.*) Direct election by inhabitants.

Of direct elections by the parishioners or townsmen there are very few instances. Part of the board are thus elected at *Bedford* and *Dulwich*.

(*d.*) Ecclesiastical representation of the inhabitants.

But there are some cases where the inhabitants, as represented ecclesiastically by the rector and churchwardens, or by the sidesmen (usually 24 in number), are the whole or part of the governing body of the school, or at least appoint the master.[3] Our Assistant Commissioners have frequently expressed regret at the absence of the incumbent from the trust. In country places the clergy are among the few who value and take interest in the grammar school.[4] But the incumbent with churchwardens or sidesmen does not appear to form a satisfactory or successful board.[5] At Darlington again, the three churchwardens are the governors. The one who had taken most interest in the management lost his re-election on the day of our Assistant Commissioner's visit. The Commissioners of Inquiry in 1829 pointed out the inconvenience of such a constitution of the trust, but

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[1] Fitch, p. 121.

[2] Mr. Giffard's Report. Compare Mr. Bryce's Report on Usk.

[3] Bryce, p. 434. Add Hungerford, Amesbury, Market Harboro', Lowestoft (Annott's), Tuddenham, &c.

[4] Bryce, p. 435. Fitch, 117. See also Hammond, p. 443, Green, p. 234.

[5] See the case of Silverton mentioned by Stanton, p. 52. Bryce, p. 438.

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nothing has been done to remedy it. At Kirkby Ravensworth, the school and hospital, together having a net income of 800*l.*, are managed by the master and two wardens, chosen by lot, out of six selected by the master, incumbent, and churchwardens. "One of the two wardens was the master of a little village "school (which has hardly any scholars), and the other a small "farmer in the neighbourhood." They hold office for two years.

ii. *Governors consisting of an already existing Society.*

General remarks.

We have next to examine those cases in which the governors are a society of persons already associated for other purposes. Such are the municipal corporation of a town, a City company, the master and fellows of a college at Oxford or Cambridge, and the Dean and Chapter of a cathedral. These cases seem to require careful examination.

All these foundations are old. The difficulty which is so often found in the case of individual trustees, of maintaining the body of managers in adequate number to manage the property and administer the affairs of the school, was anticipated by many of the early founders. Accordingly they often selected as the guardians of their bounty a permanent incorporation already in existence. The corporation of the borough where the school was to be, the London company, or the college of the University, to which the founder belonged, seemed to offer themselves naturally for this purpose. The cathedral schools are usually parts of the cathedral foundation, and stand on a different footing in this respect from the others. In all these cases the claims upon the property became by circumstances liable to much dispute. As the value of money fell, the terms, in which the payments to be made to masters, ushers, scholars, and exhibitioners were fixed, being usually sums of money, not aliquot shares of the produce of the estate, became out of keeping with the real annual value of the property, and with the purposes intended to be served. Many of the corporate bodies acted on the principle that they had received the estates simply on condition to pay certain specific sums to the masters or scholars of the school, and had a right to keep the overplus, were it great or small, for the general purposes of their own establishment. Frequently it was clear that the donors had intended to confer a benefit on the company, or on the college, or to promote the general comfort and relief of the burgesses, as well as to maintain a school. On the other hand, no less frequently was it clear that the donor intended that the whole, or all but the whole, produce of the estates was to be

expended on the school, and nothing, or only a small remuneration for their trouble, was to be retained by the corporation who were the trustees. But much litigation has been requisite to decide on the respective claims of each; and the decision has sometimes been in favour of the school, sometimes in favour of the trustees. There does not appear to be any class of trustees who have been guiltless in this matter. Nor are these questions yet all settled. Our Assistant Commissioners have not unfrequently alluded to the possible claims of the schools: but the prosecution of inquiries into disputed property is not strictly within the scope of our Commission, and we do not think it necessary to pronounce any opinion on cases of this nature, except as to cathedral schools. The more quickly, however, any such disputes can be settled, one way or other finally, the better for the schools. Mr. Hammond observes in his report on Morpeth grammar school that a lawsuit in which it is engaged, though it may eventually lead to the recovery of some valuable property, acts at present as a blight on the school and all connected with it. The case of Evesham we have spoken of already.

1. *Schools under Municipal Corporations.*

1. The schools of which municipal corporations are governors are not very numerous. The old borough corporations often mixed up the estates or funds of the charities with their own, administered them wastefully, alienated them improperly. "Even "at King's Lynn and Bungay, where there is no reasonable sus- "picion of malversation," the school estates "are difficult of "identification, and separate trust accounts have not been kept."[1] The Municipal Corporation Act of 1835 transferred the administration of charities then vested in the corporations to special bodies of trustees who were to be nominated by the Lord Chancellor.[2] There are, however, 20 towns[3] in which the grammar

[1] Hammond, p. 161–2. See also Elton's Report on Maidstone.

[2] See Mr. Hare, Evid. p. 12,964–12,966.

[3] City of London (900*l.*), Stockport (278*l.*), Ipswich (109*l.*), Colchester (106*l.*), Newcastle on-Tyne (105*l.*), Kendal (70*l.*), Maidstone (61*l.*), Preston (55*l.*), Tewkesbury (47*l.*), Bridgnorth (31*l.*), Lancaster (30*l.*), Congleton (23*l.*), Cardigan (21*l.*), Plymouth (20*l.*), Alnwick (15*l.*), Scarborough (14*l.*), Helston (13*l.*), Beverley (10*l.*); Great Grimsby (7*l.*), King's Lynn, the actual income of which is 110*l.*, but some or all of this is considered to be a gift from the corporation. We have not included Barnstaple (13*l.*), or Wisbech, (119*l.*), where the corporation claim the appointment of master, but no vacancy has occurred since the passing of the Municipal Corporation Act; nor Wickwar (152*l.*), where they have one voice among five; nor Pontefract (50*l.*), where the appointment of master is in other hands, and the corporation have the recorder and vicar joined with them; nor Hull (35*l.*), where they have little or no power. At Reading (50*l.*), by an Act passed last session, the corporation will have the chief power.

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schools are, from one cause or another, mainly under the control of the municipal corporation. Among these the Stockport school is governed by the mayor and 12 persons, chosen by the town council with the consent of the Charity Commissioners; at Tewkesbury there are 11 governors, of whom the corporation elect eight out of their own body; at Colchester and Ipswich the charity trustees hold the property, but the corporation appoint both master and foundationers; at Scarborough and (by invitation) at Kendal the vicar participates in the government. The rest appear to be directly under the town council. At King's Lynn the Town Charity Trustees manage the exhibitions.

Of these 20 schools the school at Great Grimsby is practically maintained for freemen's sons only out of estates belonging to the corporation, and not appropriated to the school, and therefore is rather a proprietary than an endowed school.[1] But of the rest, seven or eight have incomes from endowment under 25*l.* a year, only five have over 70*l.*, and only two over 110*l.* a year. Moreover, in several of them there are no buildings belonging to the school. Stockport has 278*l.* a year, the Goldsmiths' Company on recently retiring from the trust having considerably increased the income; and the City of London School has 900*l.* a year. Yet no less than eight of these schools are described by our Assistant Commissioners as good schools, and some of them as standing very high. The City of London School is treated by Mr. Fearon as a model; Lancaster is "one of the "most prosperous and popular in the north of England"; Preston gives "general satisfaction"; Ipswich is the most flourishing and successful classical school in the eastern counties; Newcastle is "an admirable school for a boy of moderate abilities," though the oral method of teaching makes it unfit for boys seeking University distinctions.[2] Stockport, Colchester, and King's Lynn are all "good." In none of the other schools, some of which are bad or languishing, does it seem likely that other trustees would have produced more satisfactory results. The endowments are so poor that the difficulty of maintaining a good grammar school would have taxed the ability of any governing body; and on the whole it appears clear that the fears of danger to grammar schools from government by municipal corporations find no confirmation in the present state of these schools. The corporations do not seem to have selected the masters badly, nor do they interfere

[1] Berwick Corporation Academy is a similar case.
[2] Hammond, p. 288.

unduly with the internal management,[1] nor do they show any desire to depress the standard of instruction. These schools in common with others require stimulus from without, and organization in relation to other schools. But there are some helps which may be more easily procurable if their constitution continue a popular one. The imposition of capitation fees, where the education is gratuitous, and the application of charities at present ill-applied, or of some of the borough funds, to the aid of the schools, are means of succour which they are at least as likely to obtain if the governing body of the town have an important share in the management as if it were vested in irresponsible trustees. At Alnwick, and King's Lynn, and perhaps at Preston and Lancaster the corporation contribute out of their own funds to the support of the school.[2] And it may be added that the corporation of Reading have lately obtained the conversion of some other charities to this purpose, and have claimed and obtained the main direction of the school.

We think it right to draw attention to the statement of Dr. Mortimer, the late head master of the City of London School, with reference to the value of the estates from which the endowment of that school is derived. The Act of Parliament which constituted the school about 30 years ago directed the corporation to pay 900*l.* a year to its support. The land is in London, and at that time, being held on building leases, produced only ground rents to the amount of 900*l.* a year. Some of the leases having fallen in, the present income from the estates is fully 3,000*l.* a year, but the payment to educational purposes has not been increased.[3]

2. *Schools under City Companies.*

2. The grammar schools of which city companies are trustees have in many cases incomes of large amount. Omitting St. Paul's School, of which the Mercers' Company are the governors,

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[1] They are charged sometimes with neglect. Fitch, p. 211. Mr. Bryce's Report on Cardigan.

[2] At Alnwick for boys and girls, 285*l.*; at King's Lynn, 55*l.* or 110*l.*, it is doubtful which. See Mr. Hammond's special report. At Preston the corporation pay 155*l.*, and at Lancaster, 170*l.*; but it is not clear that this is entirely a voluntary payment. The case of Doncaster where, though the government is not in their hands, the corporation contributes 250*l.* a year to the school, we have already mentioned on page 159.

[3] Evid., Q. 3513–3523, and account of the estates in App. A. in the same volume, p. 385.

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and Merchant Taylors' School in the City, both of which came under the Nine Schools Commission, the number of companies' schools is 27, distributed among 13 companies, seven of which have the charge of only one school each. The net income of the 27 schools is between 14,000*l.* and 15,000*l.* a year.[1] Three schools enjoy net incomes of over 2,000*l.* a year; three more have over 500*l.*; six more over 300*l.* Nine, however, are under 50*l.* a year. In eight cases the companies make additions[2] to what they consider is legally due to the schools. In three other cases the companies have in fact lent money to the schools. We do not give any opinion as to the legal or moral obligation upon the companies to make these additions; but the Clothworkers' Company are generally considered to have acted with liberality to the school of Sutton Valence, where they have lately erected new buildings, and pay 270*l.* a year to the support of the school: the Grocers to have been liberal to Oundle, the Fishmongers to Holt. Mr. Hare informed us of the liberality of the Goldsmiths on relinquishing their positions as governors of Stockport school.[3] It will be observed[2] that the Goldsmiths make considerable additions to two other schools.

Of these 27 schools 10 or 12 may be said to be really useful, though even these are not in their present condition doing by any means all the good that such very considerable endowments ought to confer. Tonbridge and Aldenham are important classical schools. The income of the former is chiefly spent in University exhibitions. The latter school gives board and

[1] The *Brewers* have Aldenham (3,600*l.*), Islington (656*l.*), All Hallows, Barking, (414*l.* ?) The last-named school is on Tower Hill.

Drapers, Kirkham (452*l.*), Goosnargh (60*l.*), Barton-under-Needwood (19*l.*), Bow (27*l.*).

Goldsmiths, Bromyard (35*l.*), Dean (13*l.*), Cromer (10*l.*).

Grocers, Oundle (25*l.*), Witney (55*l.*), Colwall (30*l.*).

Haberdashers, Monmouth (2,191*l.*), Newport, in Salop (553*l.*), Bunbury (50*l.*).

Mercers, Mercers' school in city (see below), Horsham (360*l.*), West Lavington (60*l.*), and Rich's endowment in Lambeth (27*l.*).

Clothworkers, Sutton Valence (39*l.*).

Coopers, Stepney (900*l.*).

Fishmongers, Holt (323*l.*).

Leathersellers, Lewisham (209*l.*).

Merchant Taylors, Great Crosby (379*l.*).

Skinners, Tonbridge (2,643*l.*)

Stationers, Bolt Court, Fleet Street (384*l.*).

[2] Bromyard receives an addition of 165*l.*, Cromer 120*l.*, Colwall 110*l.*, Oundle 395*l.*, West Lavington 187*l.*, Sutton Valence 270*l.*, Great Crosby, 63*l.* Holt, the Brewers' school on Tower Hill, and Lewisham are in debt to their Companies. The Mercers spend 1,000*l.* a year on their school in the City, though bound only to keep up a school for 25 scholars.

[3] Mr. Hare, Evid., Q. 12,962. See above, p. 256.

instruction for 25*l.* a year to a limited number, consisting of sons of residents of Aldenham and freemen of the company, the freedom, however, being purchasable by a payment of 20*l.*[1] The Stationers' School in the City, Sutton Valence, Oundle, Lewisham, Great Crosby, the Brewers' School on Tower Hill, and the Coopers' School at Stepney are all good and useful schools. Newport, Holt, and the Mercers' School are fair. Bunbury is a model of its class, but its reformation was due to Mr. Garnett Botfield, not apparently to the company. The other schools are not all bad, but some of them appear to involve a great waste of money, and others would not be missed if they did not exist at all. More than half of the 27 schools give gratuitous, or mainly gratuitous education; and this number comprises none of those named as useful, except the Mercers'. But Stepney makes a very low charge of 1*l.*, and Oundle of 2*l.* 2*s.* per annum. The latter appears thereby to draw to a liberal education some who would otherwise have gone without.

The Drapers have given us no information in reply to our questions. Of their schools, Barton is a bad school, and Bow an exceedingly bad one. The Mercers have given us a little information as to West Lavington, and have refused to give any at all respecting their schools on College Hill and at Horsham. At the latter school they have declined to appoint periodical examiners or to impose capitation fees. We have already spoken of the great inutility of Horsham school in its present state.[2] At West Lavington the mastership (which is not in the gift of the Company) is a practical sinecure, the boys are very irregular in their attendance, and the average age of leaving is 9¼ years. The instruction is that of an inferior parochial school.

In some of the schools there are bodies of local governors subordinate to the companies, or even appointed by them. But this arrangement does not remove the difficulties arising from the governors being non-resident; for the companies retain the real power. But "they often," says Mr. Fearon, "take a great "interest in the schools of the first or second grade which are "under their management, because it is strongly for their "interest so to do. In these schools they get the sons of their "members educated at a trifling charge, as the Stationers do in "Bolt Court, and thus add to the importance and the popula-"rity of their guild. Or they actually increase their funds by

[1] Mr. Fearon's Report. "There is not a syllable about *boarding* in the foundation "deed."—Report of Mr. Hare, as quoted in Pop. Educ. Com. Rep., *see* pp. 505–507.

[2] Above, p. 150.

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"requiring persons to enroll themselves as members of their "body before they admit them at all to the schools, as the "Brewers do at Aldenham. . . . But schools of the third grade "can make no such profitable return and therefore they care "little about them." [1]

The most marked feature about the Companies' schools is the waste of money in gratuitous education. It is not as if the scholars were selected for their intellectual merits. In that case the money would be well spent. But there is no ground for thinking that these scholars have any greater merits than the scholars at any other schools, or that the imposition of fees would be more severely felt. It is interesting to compare numerically the results with those of the schools under municipal corporations. The comparison shall be only of those schools which in each case we have named as good and fairly successful, omitting, however, Bunbury as being a peculiar school different from any of the rest. The others are fitly comparable from the similarity of their general nature and opportunities. The municipal schools selected are eight in number; they have 1,512 scholars, and 45 undergraduates at Oxford and Cambridge. The Companies' schools are 12 in number; they have only 1,090 scholars, and 35 undergraduates. The cost from *quasi*-public sources, that is, both from endowment and contributions of the governors, is in the case of the Municipal schools, 2,000*l.*; in the Companies' schools, 9,400*l.*[2] In other words the companies' schools cost *quasi*-public funds nearly five times as much, educate little more than two-thirds as many scholars, and produce only three-fourths as many university students. The public cost of the companies' schools is 8*l.* 6*s.* per boy; of the municipal schools 27*s.*

3. *Schools under Colleges.*

3. The next two classes of grammar schools are formed by those which have been entrusted to the special care of bodies expressly devoted to the promotion of high learning, good education, and sound religious principles—colleges in the Universities and Cathedral Chapters. Of these we take colleges first. The grammar schools under colleges at Oxford and Cambridge are of two kinds: first, those of which the colleges are trustees, and, secondly, those of which the colleges are not trustees, but have the appointment of head master and certain powers of visitation.

Schools under colleges.

[1] Mr. Fearon's General Report, p. 312.

[2] We have only reckoned a little over 1,800*l.* for Aldenham, that being the income spent on the school at present. See page 110, *note*.

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(*a*.) Colleges sometimes trustees.

(*a*.) Those of which the colleges stand practically in the position of trustees are 17 in number.[1] Their aggregate net income is about 3,000*l*., and small additional payments are made (to the aggregate amount of 560*l*.), making in all 3,560*l*. Of these two have net incomes of more than 500*l*. a year; only three of the rest have incomes (including additional payments) of more than 200*l*. a year. Claims have been advanced on behalf of several of these schools to increased payments in consequence of the great rise in the value of the estates. Brasenose successfully resisted in the case of Middleton, the support of which school was charged upon estates now supposed to be worth 2,000*l*. a year; and Trinity in the case of Allyn's three schools, the estates there also being valuable. The former appears to have made a very slight addition to the old money payments; the latter has made more considerable but still small additions. They have, however, (within the last ten years) erected good school buildings and masters' houses at Stone and Uttoxeter, which they allow the school to use free of rent. Two schools were founded by William of Waynflete, (probably with Winchester and New College in his mind,[2]) in connexion with Magdalen College, one at Oxford, and one at Wainfleet. The former at least has been judicially declared to be strictly a part of the College, and therefore in a more intimate relation than an ordinary trust would imply. Cowbridge has suffered from the University Commissioners having destroyed the exclusive claim of its pupils to some

[1] OXFORD.—*Corpus* has Cheltenham Grammar School (790*l*.)
Brasenose has Charlbury (40*l*.), and Middleton in Lancashire (37*l*., to which it has added 30*l*.)
Magdalen College has Magdalen Coll. School in Oxford (216*l*.), Wainfleet (61*l*., to which they add 39*l*., besides doing repairs), and Brackley (in all about 100*l*.)
Queen's has Childrey (13*l*.) The College is said to be now improving this school, but as a primary school only.
New College has Thame (300*l*.). The master is appointed by Lord Abingdon out of two named by the College.
Christ Church has Portsmouth (277*l*.).
Jesus has Cowbridge (50*l*.).
CAMBRIDGE.—*Trinity* has Stevenage (43*l*., to which they add 50*l*.); Stone, 15*l*. (to which they add 85*l*.); and Uttoxeter 13*l*. (to which they add 137*l*.). All founded by Thomas Allyn in the reign of Philip and Mary.
Caius has the Perse School at Cambridge (563*l*.), and they also pay a pension of 220*l*.
Pembroke has Sir R. Hitcham's three schools of Framlingham (200*l*.); Debenham (125*l*.); Coggeshall (130*l*.).
Emmanuel has Harleston (30*l*.), but we have not included this, as the trust is mixed with ecclesiastical duties. But see Hammond, p. 449, *note*.

[2] He was educated at Winchester; was master of the school; afterwards headed the colony which formed the first establishment of Eton, and was subsequently Bishop of Winchester.

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scholarships and fellowships at Jesus College, Oxford; so that this school is now at a disadvantage as compared with other schools which have exhibitions still.[1] Cheltenham, Portsmouth, and the Perse school at Cambridge have all had Chancery suits, in the first of which cases the costs are said to have been 14,000*l.* Others also have been concerned in litigation with their colleges, wherein both sides have often incurred expenses which judiciously applied would have given new life to the schools.

Of these 17 schools, Magdalen College school and Cheltenham are good schools. The Perse school is rising, and Cowbridge, Brackley, and Uttoxeter are useful, though small. Thame is one of the greatest scandals in the country. There were two masters and one boy when our Assistant Commissioner visited it. Portsmouth, Middleton, and Childrey are in a miserable condition: and the others much need help, encouragement, and oversight. It appears to be mainly of late years that any of the 17 schools have received much of the attention of the colleges.

(*b.*) Sometimes only appoint master and visit.

(*b.*) At nine other schools (omitting Westminster and Shrewsbury, which came under the Nine Schools Commission), the appointment of head master and certain powers of visitation, but not the estates, are in the hands of colleges, and at two others in the hands principally of certain colleges or of their heads.[2] The president of Corpus Christi, Oxford, also appoints the master of Manchester school. Taunton was till lately in this number.

Of Bedford we shall speak at length in a subsequent chapter. Of the remaining 11 grammar schools Manchester has nearly 2,500*l.* a year; four others have 500*l.* or upwards; one nearly 300*l.*, and the rest under 110*l.* It is, perhaps, owing to other circumstances that the one with which a college has the least to do is far the best. Manchester owes to the college an excellent master, but otherwise stands entirely independent, and is a highly successful school. The head and second masterships of Northleach have usually been treated as sinecure posts. The

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[1] Bompas, p. 71. Comp. Fearon, p. 346.

[2] OXFORD.—*Queen's* College has Northleach (591*l.*) The master and usher forming a corporation.
Brasenose has Steeple Aston (29*l.*)
Jesus College (with the vicar) has Abergavenny (107*l.*)
New College appoints and removes all the masters, appoints examiners, and approves of regulations, of the Grammar school at Bedford (2,898*l.*)
The Warden of *New* College has lately surrendered his sole right of appointing to Taunton (College school).
CAMBRIDGE.—*St. John's* College has Pocklington (838*l.*), Sedbergh (610*l.*), Rivington (281*l.*), and the Master of St. John's, with the Charity trustees, appoints and visits in the case of Stamford (500*l.*)
St. Peter's has Drighlington (60*l.*)
St. Catherine's has Fockerby, in the parish of Adlingfleet (55*l.*)
Emmanuel has Bungay (43*l.*).

present masters are not only able but willing to work. But the school is out of gear, and the actual teaching is done mainly by a commercial master, who is appointed by the head master, in accordance with an old custom, and derives his emoluments chiefly from boarders. At Pocklington the master and usher are a corporation, and the master's time is much taken up with the management of the estates. The school is not nearly as useful as might be hoped from its large revenues. Stamford is far from satisfactory. Sedbergh, owing to a recent most unfortunate appointment of master, has sunk from a flourishing school to some eight or ten boys. Rivington is barely above a primary school. Abergavenny is in a very low condition, having only 16 boys, all young, most of whom were lazy and disorderly. Fockerby is a poor primary school; *Drighlington* is in a shameful state; Bungay is in some respects useful, but the endowment is so poor that there is great difficulty in finding a master. Meantime the school appears to have derived no advantage in consideration of a rentcharge paid to the college out of its estates. Nor are there any scholarships or exhibitions at the college appropriated to the school.[1]

Are the colleges good trustees?

Many of these schools (*e.g.* Manchester,[2] Stamford, Sedbergh, Rivington,) give gratuitous education, and suffer in consequence. It is true also that the powers of visitation vested in the colleges are not very effectual. But these things being remembered, it is still impossible to think the present state of these schools creditable to any trustees, still less to bodies from whom, if from any, it might have been expected that the cause of grammar school education would have received energetic help and fostering care. The colleges are powerful and wealthy corporations, they are dedicated to education and learning, they have large staffs of competent examiners at their command, they have their attention constantly directed to the state of schools generally by their examinations for matriculation and scholarships, and often specially by scholars and exhibitioners sent up to the particular college from the particular school. But none of these advantages have been able to overcome the evils, first, of their having in some cases an adverse pecuniary interest, and secondly, of their being (in all but two cases) *non-resident* trustees.

Are they specially qualified to appoint masters?

Under the existing law, which gives to many masters a freehold tenure of their office, the good or ill of the school is fixed unalterably for many years by the selection of head master. It

[1] Mr. Hammond's Report.

[2] The Court of Chancery has recently sanctioned the admission of some paying scholars.

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can hardly be said that in more than one-third of these 30 schools[1] have the appointments been really successful, though the circumstances of many of the schools would probably have rendered it hopeless to expect an able man to take the post, and if he had taken it would have rendered his efforts of little avail. There is no ground to think that in any of these nine or ten cases would worse appointments have been made by ordinary boards of trustees, and in the other cases there is clear ground for thinking better appointments would have been made. For to give a college the appointment of any mastership, which yields much more than a pittance, is practically to confine the area of selection to the fellows, or at least to the members of the college. A college will sometimes have within its own circle the best man for the post, but much oftener it will not, and the school has to take the worse man because the endowment makes the mastership into valuable patronage for the college.

Only 11[2] of these 30 schools send any boys to the Universities of Oxford and Cambridge, and these 11 have 92 undergraduates there. Of these, one, viz. Manchester, claims 36. It has 252 scholars, so that the cost of the education of each scholar from *quasi* public sources is 10*l.* Bedford has 8 undergraduates, and the cost of each of its 205 scholars from the endowment is 14*l.* Taunton has now become a Proprietary College. The other 8 have in all 528 scholars, and the aggregate net incomes amount to over 3,670*l.*, making the *quasi* public cost nearly 7*l.* each.

4. *Schools under Deans and Chapters.*

4. We have now to speak of the grammar schools which are under deans and chapters, and in order to explain their exact position it will be desirable to enter very briefly into the history and constitution of the cathedrals.

The cathedrals in England are divided into two general classes. They are known respectively as cathedrals of the old foundation and cathedrals of the new foundation.

(*a*) Cathedrals of the old foundation. History.

(*a.*) The cathedrals in England, like most of the cathedrals on the continent, were originally under the jurisdiction of the secular clergy. In the Anglo-Saxon or early English times the secular clergy were ousted from a certain number of the cathedrals, and chapters were made to consist, instead of a dean and canons, of

[1] Counting Taunton (which has a good master appointed by the warden of New College), but not counting Westminster, Shrewsbury, and Harleston.

[2] Manchester, Bedford, Magdalen Coll. School, Sedbergh, Pocklington, Cowbridge, Taunton, Cheltenham, Cambridge, Stamford, Abergavenny.

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a prior and monks, the bishop acting as abbot. This system in the Norman times was carried yet further by Archbishop Lanfranc, and until the reign of Henry VIII. the cathedrals of the new foundations were under the jurisdiction of the regulars.

The general type of the cathedrals of the *old*[1] foundation may be thus described. Each cathedral was under the jurisdiction of a corporation consisting of a dean, three dignitaries, to wit, a præcentor, a chancellor, a treasurer, and a certain number of prebendaries, the number varying in each cathedral, in some of them amounting to 30. Each prebendary formed a corporation sole and was endowed with lands. Each member of the corporation had definite duties; a prebendary had to reside for a week, to preach, to assist at the public services of the church, and to keep hospitality. Hospitality at that time consisted in providing food and everything except lodging for all the members and officers of the establishment, priests, vicars, vicars choral, &c. In process of time their duties were neglected, partly by the difficulties and dangers of passing in unsettled times from one part of the diocese to another, partly by the employment of prebendaries in State affairs as ambassadors, as privy councillors, and partly by the inadequacy of the revenues to meet the demands of hospitality. In consequence of this difficulty, and the neglect of duty on the part of the cathedral officers, certain lands were set apart to form a common fund (*communia*) of which all the prebendaries when keeping residence might share.

Irregularities having again arisen, certain prebendaries were chosen out of the whole body who were to keep residence, and these were generally described as residentiaries. They were sometimes called canons to distinguish them from the non-residentiaries; but this was never a statutable distinction. The residentiaries, varying in number from four to six or eight, had the sole right to the *communia*, and the fund was divided among them. Each residentiary received a dividend, and each was required to reside at least three or four months.

In all cathedrals the duty was recognized of making provision for general education, at first with the view of preparing men for holy orders.

The education of the cathedral body, students and choristers, was originally under a *scholasticus*, who seems to have taught grammar and arts as well as theology. The office of *scholasticus* was gradually merged in that of the chancellor, whose duty

[1] St. Asaph, Bangor, St. David's, Llandaff, York, St. Paul's, Chichester, Exeter, Hereford, Lichfield, Lincoln, Salisbury, Wells.

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seems to have been "regere scholas theologiæ" and "conferre scholas,"[1] and this seems early to have been interpreted as involving only the superintendence of the schools, except that of theology, which, so long as it existed, was probably under the direct management of the chancellor. Probably the *ludi magister*, who taught grammar, &c. under the superintendence of the chancellor, was not generally a prebendary; certainly it was not so when we find the first mention of the *ludi magister* in cathedral statutes; and the constitution of the schools of Winchester and Eton, in which the *ludi magister* is not a fellow, confirms this view. In some cases, as in the Prebendal School of Chichester, a prebend was attached to the mastership of the school, or an addition was made to the income of a prebendary, on condition of his undertaking this duty, which was then by statute imposed upon him. But this arrangement appears not to have been made in any cathedral before the fifteenth century; and in general it may be said that from the time of the extension of the universities in the thirteenth century, the cathedral schools of theology under the chancellor fell into desuetude, and the grammar teaching either fell with them, or was conducted by a schoolmaster of somewhat inferior position.

Under the Act by which the Ecclesiastical Commission was constituted, all the estates of the non-residentiaries in cathedrals of the old foundation were vested in that Commission. An exception, however, was made in favour of those prebendaries whose prebends were subjected to the performance of certain definite duties. In a few instances, a prebendary retained his corps because he was required by statute to deliver a certain number of theological lectures, in others because he was bound to keep a school.

Present condition.

There are now grammar schools in more or less close connexion with the cathedral authorities of eight of the cathedrals of the old foundation. The school at York (net income, 855*l.*) was founded by Philip and Mary out of the estates of a suppressed hospital, and the dean and chapter are trustees in the ordinary

[1] He was also librarian and secretary to the chapter. His scholastic jurisdiction is thus described:—"Dignitas ipsius est, quod nullus potest legere in civitate Lincoln. "nisi de licentia ipsius. Et quod omnes scholas in comitatu Lincoln. pro suo confert "arbitrio; exceptis his quæ sunt in præbendis."—(Statutes of Lincoln, A.D. 1212.) Again, "Is etiam præest literaturæ non solum ecclesiæ sed etiam totius civitatis, "omnes magistri grammatices ei subjiciuntur. Is in Schola Pauli magistrum idoneum, "quem ante decano et capitulo præsentaverit, præficit; et ædes illius scholæ sump- "tibus suis reficit."—(Statutes of St. Paul's.) Cath. Com., *1st Rep.*, App., p. (9). He was a different person from the chancellor of the diocese. (The *Schola Pauli* mentioned in the last passage was a school existing before Dean Colet's foundation, the school now so called.)

sense. It is not in any way part of the cathedral establishment. The same is the case at Bangor (211*l.*), which was founded by Geoffrey Glynne in 1557. Lately five lay trustees have been added, but at present have not interfered. At St. Asaph the master is appointed by the four vicars choral, who have hitherto appropriated to it 25*l.* a year out of an estate which they hold for choir purposes, and have claimed the right of nominating 24 free scholars. The choristers are educated in the school, being nominated on the free list. There is also some endowment, which produces 14*l.* a year. At St. David's one of the minor canons is master, and receives 20*l.* 10*s.*, in return for which he educates eight choristers, six of whom receive a payment of 3*l.* 6*s.* 8*d.* each. There is no schoolroom or master's house. At Lincoln the grammar school is the result of a union in 1583 of the chapter and city schools, when the two bodies agreed to pay 20*l.* each to its support. They have lately increased these payments respectively to 80*l.* and 139*l.*, and the school is further endowed with 145*l.* from the Mere Hospital. In all the income is 364*l.* The appointment of master is in the two bodies jointly. At Hereford the grammar school is in connexion with the cathedral, and receives 30*l.* from the dean and chapter, who appoint the master and have 12 choristers educated freely. Four scholars on Dean Langford's foundation receive 5*l.* 15*s.* 8*d.* each, and 40*l.* is paid to the master for their education. It has also valuable exhibitions (919*l.*) to the Universities from private foundations. The choristers' school at Salisbury was endowed in 1319 with the rectory of Preshute, the net income of which, available for the school, is 712*l.* a year. The master is allowed to take day scholars, but not boarders. This prohibition, occasioned by some complaints of neglect of the choristers, has broken up what was rapidly becoming a successful school. A canon is nominally head master, but acts gratuitously and appoints a deputy. The boys are boarded and clothed. At Chichester the prebendary of Highleigh, who is appointed by the dean and chapter, is charged with the duty of keeping a grammar school open to every one. The choristers are not educated in the school. We have not been informed of the income of the prebend, which is let on lives. The fines are believed to be large, but the reserved rents and other regular payments amount to only 75*l.* It would be an advantage to the school, if, as the prebendary suggested to our Assistant Commissioner, the Ecclesiastical Commissioners were empowered to take the estates and give others at rackrent in exchange.

It will be seen from this account that where the schools have separate estates, the incomes are very considerable, and that, so

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far as the schools are charges on the general revenues of the chapter, the payments are very small: 80*l.* at Lincoln, 40*l.* at St. David's, 30*l.* at Hereford. At Salisbury the dean and chapter are saved all expense in regard to their choristers. At St. Asaph's the contribution to the school is very small, but the income of the corporate estates of the chapter is itself very small.

(*b*) Cathedrals of the *new* foundation. History.

(*b.*) We proceed to cathedrals of the new foundation. In the reign of Henry VIII., on the dissolution of the monasteries, the regulars were turned out of the cathedrals,[1] of which they had obtained possession under circumstances already mentioned. At the same time certain new dioceses being formed, some of the dissolved monasteries taken from the regulars were placed in the hands of the secular clergy, and converted into cathedrals.[2]

The general form of these cathedrals, from which the regulars were ousted, was as follows:—A dean, 10 or 12 prebendaries or canons, with minor canons, and the usual cathedral staff, the whole forming a corporation aggregate without any non-residentiaries.

Purposes.

One of the main objects of every cathedral foundation was religious education,[3] and the new cathedrals were especially instituted to restore, amongst other things, that "careful know-"ledge of languages and sciences which was well known to "have once flourished, with other virtues, in the first monas-"teries."[4] The Act of Parliament establishing these cathedrals states the purpose to be: "To the intent that God's Word might "the better be set forth, children brought up in learning, clerks "nourished in the Universities, old servants decayed to have "living, almshouses for poor folks to be sustained in, readers "of Greek, Hebrew, and Latin to have good stipend . . . . ." (31 Hen. VIII. c. 9.); and the charter of Ely, to which the others are said to be similar, gives as one of the purposes "*ut* "*juventus in literis liberaliter instituatur.*" These purposes were to be effected by the following means, which we take as described by the Cathedral Commissioners:—

Means by which purpose was to be effected.

"(1.) By a school for the *choristers* of the church, who were "to be trained by the *magister choristarum* in church music "and in the rudiments of a liberal education, and who, if they

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[1] Canterbury, Durham, Carlisle, Ely, Norwich, Rochester, Winchester, Worcester.

[2] Bristol, Chester, Gloucester, Oxford, Peterborough.

[3] This is set out in 1st Rep. Cath. Comm., p. xxiv., and Appendix, pp. 8, 9.

[4] Exquisitam linguarum ac scientiarum cognitionem. Q. Elizabeth's Preamble to the Ely Statutes.

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" made good progress in their studies, were to be transplanted " into—

" (2.) The *Grammar* School, in which a number of boys . . . " were, it would seem, to be boarded at the charge of the " cathedral (*de bonis ecclesiæ nostræ alendi*), and to be trained " in the ancient languages, Latin, Greek, and in some cases " Hebrew.[1]

" (3.) The appointment and endowment of two grammar " masters for their education.

" (4.) In some cases (*e. g.*, Rochester and Westminster) the " provision for exhibitions for the scholars towards their main- " tenance at the Universities.

" (5.) The consignment of the school in some cases to the " special care of one of the canons residentiary, who was to be " its guardian, in other cases to that of the sub-dean.

" (6.) The provision for their attendance at Divine worship " in the cathedral."[2]

Having given the above statement the Cathedral Commissioners proceed :—

Present condition.

" On examining the present conditions of the cathedral schools, it will be found that, although laudable efforts have been made in some instances to reinvigorate them in recent years, yet, for the most part, they are not in a flourishing state, and do not occupy the place in the capitular institutions which their founders designed for them.

" This appears to be in a great measure attributable to two causes :—

" (1.) To the assignment of statutable money payments for the maintenance of the masters and scholars. Although these payments have in many cases been augmented in recent times, the relative importance of the school to the rest of the capitular foundations is not what it originally was.

" (2.) To the want of any adequate compensation for the '*mensa communis*,' contemplated by the founder, at which the masters and scholars should be fed. At a very early period this provision was commuted for a money payment."

Recommendations of Cathedral Commissioners.

The Commissioners proceed to recommend, "that in every " cathedral, where a grammar school is part of the original " foundation," [3] and sufficient funds can be provided, the master and second master (if any) should have commodious houses rent

[1] " Free maintenance and instruction of 50 boys at Canterbury, 40 at Westminster " and Worcester, 24 at Ely, 20 at Peterborough and Rochester, and 18 at Durham, " free instruction without maintenance ; 24 at Chester, and 20 at Bristol, Carlisle, " and Gloucester respectively."—Whiston on Cath. Trusts, p. 66.

[2] Statement of Cathedral Commissioners, 3rd Report, p. xvii. (1855).

[3] This is not limited to the cathedrals of the new foundation.

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free for the reception of boarders, and endowments of not less than 150*l.* and 100*l.* per annum respectively; that boys on the foundation should have a liberal education free of expense; that rewards should be given to the most deserving scholars; and that, if possible, such grammar schools should have one or more exhibitions annually to the Universities.[1]

Comparison of these with the schools as they are.

On comparing these recommendations with the present state of the schools, we find the result to be that at Durham only (835*l.*[2]) are they in correspondence. At Canterbury (729*l.*) they are nearly so. And these schools are good and prosperous. At Rochester (723*l.*) the site and buildings are most unsatisfactory. At Worcester (556*l.*) there are three paid masters, but no residences; and the 40 foundationers receive only 2*l.* 13*s.* 4*d.* each. At Peterborough the total payment has been recently fixed at 400*l.*, and there is but one small residence. At Ely (400*l.*) there is only one residence, and that will not hold many boarders. The 24 boys receive nearly free education, but no payment. At Gloucester (420*l.*) there are no residences, and only one small class-room, besides the schoolroom. At Chester (280*l.*) there are no residences, no class rooms, no playground, and the school has a stone floor. The 24 foundationers receive gratuitous education, and 3*l.* 6*s.* 8*d.* each. At Carlisle (187*l.*) the school receives from the chapter only 29*l.*, a separate endowment supplying 158*l.*[3] There is only one small house, occupied by an under master. Christ Church (60*l.*) is a choristers' school, but the master is allowed to take other scholars as well.[4] Of the other cathedral schools we have no information; they are not grammar schools. Durham, Canterbury, Hereford, Worcester, and Peterborough have exhibitions to the Universities, not provided out of cathedral funds, and in some cases inconveniently limited to particular colleges. Rochester has, besides two other exhibitions of 45*l.* a year each, four exhibitions of 40*l.* 10*s.* each, provided by the dean and chapter, but not awarded on a system which is favourable to the school.[5] The other schools have no exhibitions.

There are two other schools formerly attached to collegiate churches, which require mention here, and stand in striking contrast to one another: Brecon (435*l.*) which enjoys a large

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[1] 3rd Rep., p. xviii.

[2] Of this 540*l.* is paid to 18 King's scholars (30*l.* each).

[3] The Cathedral Commissioners give a statement which professes to trace an endowment of the school prior to 1391, equal now to 500*l.* a year, but absorbed in the chapter estates.

[4] At Bristol there is a similar arrangement, but at present not very successful.

[5] See the letters addressed to us by the head master and the dean and chapter. (vol. ii. pp. 203–214.) The latter admit that "they do not make competitive "examinations the sole ground of their appointments." (*ib.* p. 209.)

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portion of the estates of the former collegiate church, and has handsome buildings; and Southwell which has one house, and 20*l.* per annum, absorbed by repairs, rates, &c. The capitular establishment of Southwell has been suppressed by Act of Parliament; and the Ecclesiastical Commissioners, the present holders of the estates, pay to the grammar school only the ancient stipend of 12*l.* a year. The master of this school was formerly a minor canon, holding one and sometimes two or three benefices.

Claim of cathedral schools to increased endowments.

The claim of these schools to an increased share in the cathedral endowments has been often put forward as one exactly measured by the proportion of the original sums allotted to the whole endowment. This method is doubtless serviceable for a rough indication of the importance which the royal founder attributed to this part of his institution, but it would be impossible to carry it out with rigour throughout the cathedral establishment. The obligation, however, of maintaining the schools, and giving exhibitions at school as at the University to the scholars, is not affected by this. The schools are not in the same relation to the more strictly ecclesiastical establishment that, for instance, Dean Nowell's school at Middleton is to Brasenose College. They are an integral portion of the establishment,[1] and resemble rather Magdalen College school compared with the College. This appears to be true of all the schools in cathedrals of the new foundation, and of some (*e.g.*, Hereford, and perhaps Lincoln) on the old foundation.[2]

The question, however, cannot be discussed without reference to the change in the management of the estates and reduction of the establishments of some of the chapters, effected by the Acts relating to the Ecclesiastical Commission.[3] "The Act 3 & 4 Vict. "c. 113. s. 49. reserves the right to any dean and chapter to "make the statutory provisions for their grammar schools, "should it not have received its due provision from the divisible "corporate revenues." But as the number of canons is reduced and their incomes limited, the claims of the grammar schools as against the existing chapters are seriously affected.[4]

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[1] See this more fully set out in Mr. Elton's Report on Cathedral Schools, vol. vii. p. 637. See also Rev. R. Whiston's Evid., 16,740–16,781.

[2] At St. Asaph it is maintained that the school is not part of the cathedral at all. See, however, Mr. Bompas's report. The Cathedral Commissioners treat St. David's as merely a choristers' school. See Mr. Bryce's Report.

[3] Mr. Elton's report, vol. vii. p. 648.

[4] A mere exchange of estates does not affect the claim. "The exchange would "only," say the Commissioners, "have the effect of substituting for the average "income previously enjoyed by the chapter an income of the same amount, but of "less fluctuating character, and would not affect any question touching the distri-"bution or appropriation of the corporate revenue."—Letter of the Secretary of the Ecclesiastical Commission. Evidence of Rev. R. Whiston, Q. 16,785.

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The Act of 1866, however, gives power to the Ecclesiastical Commissioners "to make out of any income arising to "their fund from estates that have belonged to any dean and "chapter, or any major or minor corporation of any cathedral or "collegiate church, such provision as to them shall seem needful "for securing adequate stipends and allowances to the minor "canons, schoolmasters, and other members of the cathedral or "collegiate church, or for securing adequate sums of money "for the maintenance of any existing college or school in "connexion with such cathedral or collegiate church."[1] The Commissioners state in their last report that they are considering the question.[2]

Present condition of all cathedral schools.

To turn now to a brief statement of the present condition of these schools, all (except Bangor, which is shut up at present,) are described as being well taught, though the standard of instruction and the number of scholars are, in some cases, not so high as might be expected in cathedral schools. This is ascribed in a great measure, to the poverty of the endowment in the cases of Hereford, Chester, St. Asaph, St. David's, Carlisle, and Southwell; to a bad site and buildings at Rochester; to the too great independence of the master in the case of Chichester; to the fear of injustice to the choristers in the case of Salisbury. The education of the choristers in a grammar school is a task which can hardly be accomplished successfully in conjunction with the due attainment of the other objects of the school. The better course appears to be, as recommended by the Cathedral Commissioners, to select preferentially for choristers boys who are likely afterwards to profit by advanced teaching, and, when they have ceased to be choristers, to secure to such a place on the foundation of the grammar school. Something of this kind actually exists at Ely. Several cathedrals have a separate school for their choristers. The grammar schools of the Cathedrals, it must be remembered, were established for the instruction of youth without any limitation to place or class.

Taking only those cathedral schools—fourteen in number—which have undergraduates (in all 62)[3] at the Universities of Oxford or Cambridge we have an aggregate net income, not

[1] 29 & 30 Vict. c. 3. s. 18.

[2] 19th Report of Eccl. Com., p. 9.

[3] Durham, York, Canterbury, Hereford, Rochester, Ely, Peterborough, Worcester, Gloucester, send 57. Lincoln, Carlisle, Brecon, St. David's, and Christ Church (Choristers' school), add one each. We have not included Salisbury, which appears only in Table V. of Append. VII.

counting exhibitions, of 6,097*l.*, and 1,164 as the total number of scholars.[1] The cost, therefore, from public sources is 5*l.* 6*s.* for each boy. The income of the other six (not counting Bangor) may be put at about 1,600*l.*, the number of scholars at 167, the cost from public sources being thus nearly 9*l.* for each boy.

Reasons for examining these classes of schools.

We have been thus particular in examining these four classes of endowed schools, because, whilst many are important individually, they, as a whole, throw much light on the question, what are the best boards of trustees? All seem to show that the great danger to be apprehended is not interference, but neglect; that no kind of corporation constituted for other objects, however akin to those of grammar schools, can safely be trusted to apportion—we do not say favourably, but equitably—the share of the proceeds of the estates entrusted to them which the founders appear to have intended for secondary education; and that they are apt, in their selection of free scholars or exhibitioners, to think less of the advantage of the school than of that of their own members. In other words, bodies of trustees for grammar schools should be specially appointed for the purpose, or at least be resident within a moderate distance, and have a natural interest in the school; they should have no pecuniary interest in the estates; and if the schools are not to suffer, they should be controlled in their selection of free scholars and exhibitioners by a test of intellectual qualifications.

iii. *Governors by Inheritance, or by Ownership of Land.*

Schools in private patronage.

The last of the three heads[2] under which we classed trustees had reference to those cases where one or two (rarely more) persons govern the school and appoint the master in virtue of their being heirs of the founder or proprietors of certain manors or lands. Frequently, when this is the case, the endowment consists merely of a small rentcharge issuing out of the lands held by the founder's representative. The schools are therefore not generally wealthy, or important, except from that permanence which gives a special position to any endowed school, and the grant of which justifies a corresponding public control. Sometimes a body of trustees have the management of the property, or of part of the property, and the heir, or lord of the manor, has only the appointment and dismissal of the master. The most

[1] The share of York (which is not a *cathedral* school, though under the dean and chapter) is 12 undergraduates, 171 scholars, and 855*l.*

[2] See page 245.

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important schools thus in individual patronage are, Bromsgrove (35*l.*), which has some rich exhibitions to Worcester College, Oxford; Brentwood (574*l.*), Llanrwst (368*l.*), Caistor (301*l.*), Wotton-under-Edge (348*l.*), West Lavington (247*l.*), Market Bosworth (792*l.*), Lowther (246*l.*), Kirk Leatham (242*l.*), and Newcastle-under-Lyme (90*l.*). In two of these cases [1] it has been judicially decided that the patronage is alienable; and in another, Wotton-under-Edge, the "patronage was purchased for 600*l.* by "the father of the present patron, a gentleman residing in the "neighbourhood, who feared it might fall into improper hands."

It is obvious that if the master receives a fixed salary independent of the success of the school there is no security whatever in these cases for the appointment of a really fit man. One of these schools is famous for its mismanagement in former times, the property having been misappropriated, and a waiter in a public house having been appointed master.[2] Manifest unfitness such as this would no doubt be a legal disqualification; but there is a long interval between that and manifest fitness. Professor Rogers says he recollects a case in which a patron,—the endowment being considerable, and the place in which it was situated being one of some importance,—appointed a person who had to his (Professor Rogers') knowledge been plucked three or four times, and had never had an hour's experience in teaching.[3]

Present state of these schools.

At the present time none of the schools named above (except Bromsgrove and Brentwood) is flourishing as a grammar school. West Lavington and Bosworth are all but sinecures. Brentwood, having once been the seat of great abuses, is still the subject of not unfounded complaints on the part of the inhabitants, whose educational interests are postponed to those of boarders. Lowther is not much more than a national school. Llanrwst had, when Mr. Bompas visited it, only 7 boarders and 20 day scholars. At Caistor "there are two competing schools under the same roof." At Wotton and Newcastle the masters lack energy, and have other employment. At Stratford the master is capable and conscientious, but has other employment, and the school, like many other grammar schools, wants reorganizing. At Kirkleatham the school has not existed during the present century, the lady of the manor having fifty years ago occupied the building by her servants, and paid the income to her steward and the incumbent. Eventually its affairs were brought into the Court of Chancery, which, in 1855,

[1] Brentwood and Caistor.

Bosworth in 1787. *See* Atty.-Gen. *v.* Dixie, 13 Vesey, 519.

Letter in reply to Commissioners' circular of 28th May 1866 (vol. ii. p. 73).

approved of a scheme; but no one communicated the fact to the trustees thereby appointed for ten years, until an accident brought it to light a few months before our Assistant Commissioner visited the place.[1]

Private patronage undesirable.

At the Godolphin school for ladies at Salisbury a lady, who is herself a daily governess, has the sole appointment, both of mistress and 12 foundationers. The present mistress is the third sister in succession who has occupied the post, and was at the time of her appointment a personal friend of one of the (then) two patronesses, (by inheritance,) one of whom is since dead. The present patroness has also the nomination of half of the foundationers of the Godolphin school at Hammersmith, and appears to select deserving cases. But there can be little doubt that it would be better for the schools, if patronage of this kind were vested in responsible trustees, or the exercise of it by the patrons subjected to further control. Where the hereditary governors are three (as at Repton, net income 1,250*l.*) or more, the management approaches more to that of an ordinary small body of trustees.

Schools in gift of Crown.

In two cases the Crown has the right of appointment, and exercises it through the Lord Chancellor. These cases are Basingstoke (60*l.*), and Cirencester (26*l.*). The fees payable on the last appointment to Cirencester amounted to a year's income of the endowment.

Master (or master and usher) a corporation.

There are a few cases in which the master or the master and usher when appointed are themselves incorporated, and independent entirely of any other authority. Such cases were more frequent formerly, but new schemes have constituted bodies of trustees over them, and given the real power and management to the trustees. Old Malton, Pocklington, and North Leach appear to be the only cases now left. We have already spoken of the two latter. The first was in an unsatisfactory condition when our Assistant Commissioner visited it.

Conclusions from the foregoing examinations.

The foregoing review seems to show clearly that the government of schools requires to be thoroughly considered, and considerable alterations introduced. The appointment of a special body of trustees, with ample but clearly defined powers and complete responsibility of the master to them, will remove many causes of mischief, but it will not be enough. Trustees want guidance and want stimulus. The master often needs support from some one qualified to form a judgment on the state and needs of the school, and to advocate its cause when

[1] Mr Fitch's Report.

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the master may be suspected of speaking from interested motives, and the trustees may not command general confidence. We believe that the visits of our Assistant Commissioners have frequently reminded the trustees of their duty, and that their observations have suggested means of improvement, and given confirmation to projects which were being advocated with hesitation before. It has been an advantage that their visits were paid where they were not invited, and consequently that they were able to discover ills which else might have passed unnoticed for long. Moreover the schools need connecting with one another, and reorganizing with that view. At present each school is a unit, and the trustees can look to one only. But so long as this is the case, the endowments will be in a great degree wasted, and the secondary education of the country neither raised as it might be in quality, nor brought effectually within the reach of the smaller places and the poorer classes. We shall discuss in a subsequent chapter the conclusions to which these considerations appear to lead.

IV. SITES AND BUILDINGS.

Importance of site and buildings.

Next to a good master there is nothing more important for a school than a good site and buildings. Health, order, dignity, good teaching, and good learning, are all intimately concerned with the aspect and accommodation of the school itself; and that a grammar school may occupy its right place in the respect of the inhabitants generally, it should occupy a worthy position among the buildings of the town. The newly established schools of a public and semi-public character are usually conspicuous and convenient. The older grammar schools are too often the reverse.

Minimum requirements.

It is difficult to give any precise account of the number of schools which reach or fail to reach a fair standard in this respect. The minimum requirements ought to consist of a good and well ventilated schoolroom with convenient desks and other furniture, at least one good class-room, and decent offices, a good master's house, a grass playground, and a site healthy and readily accessible. In many cases there would be needed a covered playground, several class-rooms, and accommodation for boarders, who in a school which is more or less elementary, need not be very many, but who, in a school of a higher grade, if received at all, should be fairly numerous.

Is it fulfilled?

If we examine in any particular case whether these requirements are fulfilled, we are met at once with the question, whether the measure of those requirements is to be the

number and grade of scholars at present in the school, or the number and grade which a grammar school with such an endowment, or situated amidst such a population, might fairly be expected to command. The grade and number of scholars are very often what they are, for the simple reason that the site and buildings deter instead of attracting. We think we may say roughly that at least half of the grammar schools are without doubt insufficiently, and probably only one quarter can be considered fairly, provided. This provision varies in every possible degree from "a hut by the roadside in a very "disgraceful condition,"[1] to the large, stately, and commodious buildings of Birmingham, Leeds, Sherborne, Ipswich, Tonbridge, Brecknock, Loughborough, and Lancaster, and of the newly established schools at Wellington College, Lancing, Hurst, Bradfield, Framlingham, and others.[2]

A good playground is also a very important agent in the indirect work of education. Mr. Hammond says, "The want of a "playground prevents the existence of that *esprit de corps* and "moral tone among the boys which are gradually assuming "greater importance as elements of education in the estimation "of the higher classes. . . . The master takes little or no interest "in his pupils when they are beyond the walls of the school-"room; . . . and the influence of the boys on one another, except "as rivals in class, is slight either for good or evil, and such as "it is, is due to the accidental contact of particular boys, and is "not regulated by any school feeling or traditionary code."[3] Mr. Green noticed particularly the much better outward behaviour of the same class of boys at Handsworth Bridge Trust School than at Birmingham. "At Handsworth a good playground ad-"joins the school, and the head master mainly by this means "sees a good deal of all the elder boys out of school hours. At "Birmingham the rank and file of the boys emerge immediately "on the street,[4] and the masters can see nothing of them when "lessons are over." He adds, that the best instance of an amalgamation of classes that he met with was at Loughborough Grammar School, and he believes "it to be due in large measure "to excellence of building, situation, and playground."

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[1] So described at Drigg.

[2] See also Kidderminster, East Retford, York, Preston, Felstead, Worcester (cathedral school), Durham, Norwich (commercial school), Llandovery, Sutton Valence, Chipping Campden, Woodbridge.

[3] Hammond, p. 283.

[4] It is companionship with "underbred boys *in the street* which the more refined "parent specially fears for his son."—Green, p. 162.

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Where the accommodation is fair, the buildings or playground are not unfrequently in part the private property of the master, and therefore not subject to the school authorities. Where, for instance, a master hires a cricket field, he sometimes restricts the use of it to his own boarders, and thereby at once creates or encourages a feeling of caste separation. But so long as the benefits of the endowment are absorbed in keeping up a competition with the primary schools in cheapness and not in the efficiency and standard of instruction, a master is naturally induced to humour those from whom the support of the grammar school is really derived.

Instances of kinds of faults.

As specimens of particular kinds of faults frequently noticed by our Assistant Commissioners in the site and buildings we will give some taken, not from insignificant schools, but from the grammar schools of large and important towns. Thus at Maidstone the site is very bad, being close to the river and surrounded by factories; at Rochester the offices are injurious to health, and "the official residence of the second master "near two inns of bad repute;" at Portsmouth "the school is "next door to a public-house, and what is said there can be "heard through the partition in the master's sitting room." At Truro, "the one school-room is below the level of the street, "with no place for the boys to wait in case of rain before the "schoolroom doors are opened;" at Dudley, "the school-room is "ill ventilated and approached from a disreputable street in one "of the meaner quarters of the town;" at Evesham "the build-"ings are bad, the master's house out of repair, the school-"room dark and incommodious, the playground, which lies "under the master's house, bordered by a slaughter house and "by mean cottages, occupied by persons whose drunken and "noisy talk the boys cannot but overhear;" at Coventry, "the "schoolroom does not admit of arrangements by which a master "can have a large class seated before him at once;" at Newcastle-under-Lyne, "the schoolroom is in a bad locality, singu-"larly shabby to look at, badly ventilated, with no class-room, "and so small that two masters cannot teach in it at once with "comfort;" at Burton-on-Trent "it adjoins the churchyard" (a very usual situation) "and is low and damp," so that one man told our Assistant Commissioner "he could recall 16 boys who "had been taken from the school in three years on account of "the situation."

Difference in different counties.

Different parts of the country exhibit much difference in this matter as in others. For instance, the schools in Suffolk have usually one block containing master's house and school-room;

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they are rarely too small, but they are old-fashioned, low, and often in bad repair. On the other hand, in the north, for instance in Westmoreland, there is often no master's house and only one school-room of the rudest description. No boarding schools, and only the inferior day schools, in Norfolk are without a playground. "In Northumberland there are hardly any, and "what is there called a playground would not be acknow- "ledged as such by most Norfolk school boys."[1] Two somewhat abridged extracts from our Assistant-Commissioners' reports on Lancashire and London, will convey the liveliest description of the present state of the buildings of many schools founded for secondary instruction in the most populous parts of the country.

In Lancashire.

Mr. Bryce says:—"The Lancashire towns, as everybody knows, "are not the most beautiful in England; they bear all the "marks of having been built in haste and built with the "sternest practical purpose. In spite, however, of the general "air of ugliness, the public buildings are seldom mean, and even "the mills and warehouses, as well as the private houses of "the richer people, are spacious, solid, and comfortable. Of late "years, indeed, there has been in many places what may be "called an architectural revival. Only one class of buildings "remains almost uniformly mean, confined, unsuited to their "purpose, and these buildings are the Grammar Schools. Out "of some 60 or 70 there are but two which, both in point of "elegance and commodiousness, can be pronounced altogether "satisfactory. Those two—the schools of Preston and Lan- "caster—have been built by subscriptions, and are managed by "Town Councils. Almost equally convenient, but much less "handsome, is the Bury school. Two or three other among "the town schools (Rochdale, for instance, and Warrington) "may pass muster as quite large enough for the present number "of pupils, but the remainder are old, ugly, ill-ventilated, in "every way offensive. Of the numerous country schools there "is hardly one which its trustees ought not to feel ashamed "of; many which the Committee of Council would altogether "refuse, upon this ground alone, to admit to a share in their "grant.

Faults of these buildings.

"The faults that may be charged in the existing buildings "are of various kinds. I will briefly touch on some of the most "conspicuous.

Their ugliness.

"1. They are, as a rule, ugly without and dingy within; ugly "and dingy to a degree which not even a photograph could

[1] Hammond, p. 310.

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"faithfully represent. Externally, they are plain, oblong struc-
"tures, with low, almost square, sometimes heavily mullioned
"windows, occasionally a small porch in the middle, and a bit
"of bare ground in front enclosed by the stone palisade so
"common in the northern counties. Their material is either
"plain brick, or more often the millstone grit or coal sandstone
"of the district, originally grey, but now turned almost black
"by damp and smoke and age. The interior is even more
"repulsive; the roof is low, and the small windows admit a
"feeble light. The walls are mostly whitewashed, or covered
"with a wash which once was white, but is now a grimy
"brown.

"The desks and benches are old, clumsy, inconvenient. There
"is everywhere an air of discomfort and neglect.

Extremes of heat and cold.

"2. It is seldom that they have any proper means of main-
"taining an equable temperature. The fireplace is usually at
"one end—the upper end where the teacher's desk is placed—of
"a longish room; and the master is fried while the boys are
"frozen. The floor is more frequently of stone than of wood—
"I have even seen it of mud, interspersed with puddles—and
"thus the maximum of noise and the minimum of heat is
"secured.

Dirt and confusion.

"3. The room is generally dirty and untidy. There is often no
"porch where the children may clean their feet and hang up
"their caps or coats; hence they bring the mud of the street
"into the room, and have to bestow their caps in corners,
"windowsills, or wherever they can find a place. Often, too,
"there is neither cellar nor outhouse, and the coals are heaped
"up in the corner of the room beside the open fireplace, which
"no fender protects in front.

Want proper ventilation.

"4. The faults which meet the eye, however, are very far
"from being the worst to be encountered in these schools; it is
"another sense which really suffers, and suffers more than can
"well be described. The school generally consists of an upper
"and an under room. In both, but especially in the former
"(which is the more crowded), the ceilings are generally low;
"the windows small and few. Many have windows which do
"not open; in others they are not opened from fear of the
"violent thorough draughts which would ensue. The result
"must be felt to be understood. I will give some instances.

Instances. Burnley.

"The grammar school at Burnley, one of the greatest of the
"newer manufacturing towns, is attended by from 40 to 50
"boys. The classes are usually taught on the ground floor, in
"a room about 35 feet in length by 18 wide and 8 high. There
"is little attempt at ventilation, and the darkness is such that

"the school work can hardly go on in winter afternoons. The "playground is only a scrap of ground on one side the school.

Rivington.

"At Rivington there is a grammar school of considerable "importance and large revenues. On the ground floor are two "rooms. One of them is 28 feet long by 20 broad by 9 high, "and in it from 30 to 40 or 50 children are taught. The other "is 23 feet by 18 by 9, and in it as many as 60 or 70 children "are sometimes taught. It has four windows, which do open, "but in spite of this the air was exceedingly foul. The income "of the school exceeds its present needs, yet I did not hear that "there had been any talk of building a new room.

Leigh.

"Leigh grammar school stands in a manufacturing town of "10,621 inhabitants. The building is placed on the very edge "of the churchyard, and has two rooms, in the upper of which "the grammar school is taught, in the lower an elementary "school. The cubical contents of the upper room are 3,147 "cubic feet, and in this room on the day of my visit there were "32 boys; that is to say, less than 100 cubic feet per boy. The "number of boys is sometimes greater.[1]

Sites of the schools often unsuitable.

"5. The badness of the buildings themselves is but one of "many evils under which these schools labour. They are some- "times badly situated, in an unhealthy place, or one *ill* adapted "to the wants of the inhabitants. Thus at Manchester the "grammar school is in a disagreeable lane, away from the "respectable parts of the town. The rooms are in two buildings, "lying some little way apart. Public-houses are all round, and "I have myself seen drunken men staggering past the school- "door. At Leigh, Colne, Leyland, and Chorley, the school "stands on the very edge of the churchyard, and the boys have "no other place for play. Oldham Grammar School, however, "enjoys in this respect, as in so many others, a bad pre- "eminence. It is placed in a filthy lane inhabited by the "lowest of the Irish settlers, and is enclosed on two sides by a "slaughter-yard.

Want of playground accommodation.

"6. Furthermore, there is a great want of proper playgrounds "for the boys—a matter whose importance (even in the case of "day schools), those who are practically acquainted with educa- "tion will not fail to place very high. In some cases there is "no ground for play, except the churchyard or the side of the "public road; in others, that which exists is not sufficient for

[1] At Rhayadr, an endowed school for girls and infants; "has one room 22 foot by "13 by 10 in which are sometimes 90 children. This room was formerly used for "the grammar school." Mr. Bryce's Report on Cwm Toyddwr.

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"the requirements of the school. It is right, however, to add "that in this respect things are mending."

Out-buildings and gymnasiums.

"7. There is in many cases a want or an insufficient provision "of those offices and out-buildings with which a school ought "to be supplied. And it is seldom, even in the more important "of the town grammar schools, that any attempt has been "made to provide a covered playground or a gymnastic apparatus, "such as a private school of any pretensions to gentility could "hardly venture to dispense with."[1]

In London third grade schools.

Mr. Fearon's account is confined to schools of the third grade.

"The London endowed schools of the third grade entirely fail "at present to meet the wants of this class in the district. "There is a great numerical deficiency of them; and almost all "of those that exist at present are badly distributed in locality, "inadequate in buildings and accommodation, and, worst of all, "very unsatisfactorily taught and conducted. They can scarcely "any of them be reported as useful institutions at the present

Inferiority of their premises to those of elementary schools.

"day. Almost all of them require a stringent reform. There "is not one of them whose buildings could be compared with "those of the numerous new National, British, or Wesleyan "schools for the labouring poor, with which the town and "country abound. Indeed it often struck me, when I had occa-"sion to visit places where the Grammar and National schools "stood near together, that if I wanted to give the Commis-"sioners a clear view of one main cause why the Grammar school "was unpopular while the National school was full, I could not "do better than send them a photograph of the two buildings as "they stand side by side. The one bright and cheerful with its "principal school-room well warmed, lighted, and ventilated, "its class-rooms with their galleries, its lobbies, playground, "and offices, all arranged according to the best modern system. "The other a decayed structure, looking like a compound of an "old-fashioned dwelling-house and a hen-roost or barn, as unpre-"possessing and repulsive in its exterior as the other is cheerful "and inviting. And then the interior! To anyone who has "been used to good primary schools under Government inspec-

Want of good desks.

"tion, the interiors of these smaller grammar schools are most "repulsive. The desks are not generally placed in the order and "according to the arrangement which experience has shown to "be the most commodious for the pupils' work and the master's "control of the school. They are generally deficient in quantity,

[1] Gen. Rep., pp. 490–494.

"and almost always clumsy in shape; rising up before the "breasts and faces of little boys who are learning to write at "an angle of 40° like an ice-slope before an inexperienced "mountaineer; frequently tottering on uneven or dislocated "legs; and almost always unsupplied with tolerable ink-wells. "Then the walls of the dingy building are not hung with the "maps, charts, physical and mechanical plans, time-table, and "all the other embellishments of a good primary school, but are "generally as bare as they are dirty. So again there is almost "always a deficiency of black-boards and easels; or if a board "appears in a dust-covered corner, there is no chalk to use with "it. In short, in furniture and apparatus, as wellas in the shape "and construction of the buildings, almost every one of these "schools is far below the condition of a National school. Yet "what must be the feelings of one of these parents, the lowest "perhaps in the scale of the employers of labour, and there-"fore all the more tenacious of his position as a member of the "great middle class, when he sees the labourer's child, who "comes in to help in the cleaning on Saturday, taught all the "other days of the week in so much better a building, with so "much better appliances, and so much better a system, and it "may be added, with so much more wholesome and substantial "results than those which he is able to provide for his own boys "and girls?"[1]

Maps and plans.

Black-boards and easels.

§ 2. Private Schools.[2]

Endowments not sufficient to supply secondary education.

The endowments for secondary education in England have not been sufficient to supply more than a small portion of the demand. They are very unequally distributed, and a considerable number of important towns have none at all. Even if they were equally distributed, their total amount falls short of the needs of the present day; and to this must be added that many of them, as we have already seen, are in such a condition as to do very little towards fulfilling the true purpose of their foundation.

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[1] Gen. Rep., pp. 305–6.

[2] Private Schools for boys are specially discussed in the following parts of the Assistant Commissioners' reports.

Vol. vii. Stanton, pp. 63–67.; Giffard, pp. 157–186; Fearon, pp. 351–380, with an analysis of the returns from Private Schools in the London district, pp. 535–553.

Vol. viii. Hammond. Analysis of returns from Private Schools in Norfolk and Northumberland, pp. 537–579. (Messrs. Bompas, Green, and Hammond have no separate chapter of their Reports treating of Private Schools.)

Vol. ix. Fitch, pp. 253–277, and analysis of returns from Private Schools in West Riding, pp. 382–402; Bryce, pp. 535–582.

Void filled by private and proprietary schools.

The void has been filled, as far as it has been filled at all, by the private and proprietary schools. Of the proprietary we shall speak presently; the private we shall describe now.

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The private schools owe their origin to the operation of the ordinary commercial principle of supply and demand; they have all the merits and all the faults, which naturally belong to the commercial principle, when applied to such a matter as education.

Picture given of private schools.

The picture of these schools, that is presented to us by our Assistant Commissioners, varies, as might be expected, from good to exceedingly bad. "I was most favourably impressed," says [1]Mr. Stanton, "with the masters as an intelligent and conscientious body of men, most of them far in advance of the parents whose sons they had to educate, and whose caprices they had more or less to obey." [2]Mr. Bryce observes, that cases of honest incompetence and successful charlatanism alternate with good and solid work. "The conclusion to which I have come," says [3]Mr. Fearon, "respecting these private schools of the first grade "is that a few, a very few, in this district are really first rate "schools, and are doing a most valuable work; that a good "many are fair, and considering their great disadvantages are "giving a tolerably good education; and that some are ex-"ceedingly bad." And when the same gentleman passes to schools of the second grade, he remarks on the tokens of great improvement having lately taken place, [4] "a better spirit among the prin-"cipals, a more liberal view of duty in treatment of scholars, and a greater desire of good results, independently of the money "to be made by their profession," yet, making allowance for all these improvements, he finds "the conditions of many of "these schools far from satisfactory." [5]Mr. Fitch remarks, that among the private schoolmasters of Yorkshire are "some who "evince an enthusiasm in the work of teaching, a knowledge "of the best methods, and a wealth of educational expedients "which are quite remarkable."

Some very good.

Majority not good.

Yet on the whole it must be confessed, that the account given is unfavourable. Mr. Fitch closes his eulogy on the excellent schoolmasters, whom he describes in the part of his report from which the above passage is quoted, with the words, "the state "of the private academies, though not wholly without hopeful "features, is lamentably unsatisfactory." This too is the general verdict.

Private schools of third grade bad.

In particular it seems to be clear, that, excellent as are many of the private schools of the more expensive sort, we find a rapid

[1] p. 63. [2] p. 564. [3] p. 358.
[4] pp. 358, 360. [5] p. 256.

deterioration as we descend in the scale of price, and most of those, which we should reckon as belonging to the third grade, are quite unequal to the task that they have undertaken. [1] Mr. Fearon speaks of the "brief duration" of existence, "defective premises," "gross ignorance and want of qualification in many of the "teachers." Mr. Bryce describes a school held in a closely packed room, where the air was insupportably foul; the scholars talking and scuffling about; the master hearing a class, heedless of the deafening din around him; the children able neither to answer anything nor do anything; and then[2] adds, "This school may be "thought an extreme case. It is not by any means a singular "one; there are many such, not only in the smaller towns, but "even in the suburbs of Manchester and Liverpool, giving a "teaching incomparably worse than that of an average National "or British school, yet charging twice as much for it." "In "the poorer schools," he says in another place, "badness was the "rule, and goodness the exception." [3] Mr. Stanton[4] states that "it is the schools just above the National and British schools "that most need reform. I saw some, but not many; they "were difficult of access and would give no returns. As to some "of them, *horresco referens.*" Several experienced witnesses gave evidence to the same effect. Mr. Hankin, of Southampton, described the education given in the cheap private schools, as [5] excessively bad. Mr. Mason, of Denmark Hill, gave it as his opinion, that [6] fully one half of them might be suppressed with great advantage to the community. The Rev. H. G. Robinson [7] informed us, that he found boys, that had been brought up at private schools, more backward, than boys, that had been at National or elementary schools under Goverment inspection, and he went on to say [8] that "it would never do to leave middle class education "to private adventure." The Rev. F. V. Thornton[9] states, that "the character of private schools is improved, and the highest "class is very fair, but the lower class is very bad." In short, the account given of the worst of the endowed schools must be repeated in even more emphatic language to describe the worst of the private schools. The endowed schools fail to supply one of the great needs of the country—a good education for the lower section of the middle classes. The failure of the private schools that have taken their place, if not so blamable, is perhaps still more conspicuous.

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[1] p. 373. [2] p. 563. [3] p. 531.
[4] p. 66. [5] 4669. [6] 3486.
[7] 6388. [8] 6395. [9] 15,683.

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Order in which features of private schools will be described.

If we pass on from the general character of the private schools to examine their peculiar features in detail, we shall obtain some light both on the causes of their failure, where they fail, and on the reasons, for which, in spite of their faults, the parents so often prefer them to the grammar schools. We shall therefore proceed to describe the peculiar characteristics which distinguish the private schools in regard to, 1, subjects of instruction; 2, methods, management, and discipline; 3, buildings and accommodation; 4, qualifications of masters and of assistant masters; 5, scholars. We shall then briefly review, 6, their faults and merits, as seen when they are compared with endowed schools; and finally consider, 7, what can be done to improve them, and 8, how far they can be relied on to satisfy the demand for secondary education in places, where the endowed schools fail to supply it.

I.—*Subjects of Instruction.*

Subjects of instruction more modern.

The instruction in the private schools, when compared with that given in the grammar schools, has a distinctly more modern cast. The most ably conducted of the private schools of the first grade in Mr. Fearon's district was planned with a view to the senior competitive examinations, such as those for Woolwich and for the Indian Civil Service. Another, of which he does not speak quite so highly, professed to prepare boys for the professions of law, architecture, surveying, and the like, and for matriculation at the University of London. In schools of the second grade he found almost no Greek and no great progress in Latin; the Euclid and algebra not good; but the arithmetic and French better. Mr. Giffard found few private schools of the highest rank in which the classics were fair; and in schools of the next rank there was no Greek at all, and only 38 per cent. of the boys learnt Latin. The knowledge of Latin moreover, even in those who learnt it, was poor, but the French was better, and so, as a general rule, was the arithmetic. Mr. Fitch found that not more than 1 per cent. of the boys in private schools in Yorkshire learnt Greek; and not more than 3 per cent. learnt enough Latin to read an author, though very many learnt the elements. The great stress was laid on the arithmetic, and one-third of the time was given to it. In all private schools arithmetic appears to be, if not really, yet professedly, the leading study. Along with it writing, especially such writing as is needed for business. In schools of somewhat higher pretensions English, then French. Beyond that the schools are often kept from going by the interference of the parents, who have contracted

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an aversion not only for Latin, but for what would really be often of the greatest direct value to their children in after life, mathematics.[1] In schools of a more expensive kind Latin is added, but still in subordination; and natural science is often added by the masters who have a taste for it.

But it is to be feared, that their preference for what are called modern subjects is often accompanied with a substitution of superficial for sound instruction.

Often accompanied by want of thorough mental discipline.

Mr. Bryce remarks, "that the private schools pursue with very "little energy any but the directly practical branches of know- "ledge. Arithmetic, penmanship, possibly also French, are "assiduously cultivated; Latin is languid; even mathematics is "pushed on one side. Not in more than three or four private "schools in the whole country did I find, that the main object "of the teaching was to invigorate the mind by these robust "studies. It would be prejudging an important and difficult "question to assume, that they have a power of strengthening "and quickening the intelligence superior to that of all other "kinds of learning. But, as things stand, they are the only "subjects taught expressly with this view, and taught with "sufficient exactness and in a manner sufficiently logical to "attain this end. It is natural, therefore, that the schools "which, neglecting these so-called unpractical studies, seek "rather to satisfy the demands of a commercial community by "teaching boys, just what, it is supposed, will do for business, and "nothing more, should lack nerve and fibre, and should teach "even the practical subjects in a loose, confused, and often "irrational way. As will be remarked hereafter, the arithmetic "of private schools, chiefly or wholly commercial, is not superior "to that of the grammar schools. The same holds true of "English composition. This defect,—this want of solid mental "discipline,—is not to be charged equally on all private schools, "for in some the ability of the head master counteracts it; but "it represents a tendency always present and generally dominant. "Nothing is easier than to make out a strong case against the "tyranny of Greek and Latin, and the private schoolmasters do so "to their own satisfaction. I do not find, however, that they have "any other subject to which they can point, as (so to speak) the "backbone of their teaching; anything which can give tenacity "and clearness to the scholar's mind. French is made prominent "in the more expensive schools, but one seldom find the pupils "in these establishments prepared to write a French letter with

[1] Bryce, 556.

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"any approach to ease and correctness. Mathematics are not "carried any further than, seldom indeed so far as, in the "Grammar schools. Much is made of geography, history, and "miscellaneous information of divers kinds, but, so far as I "could discover, not to any great purpose. The pupils had "been taught a good many facts, but these were just the facts, "which a smartish boy picks up for himself, when he leaves school. "Meantime the discipline and guidance, which school ought to "give him, had been neglected."

Commercial education not always better in the private than in the grammar schools.

Mr. Green pronounces, after a careful comparison, that the private schools, though they put their arithmetic into a more commercial shape, yet really do not teach it better, nor give a better commercial education than the Grammar schools. So, again, he found, that while much profession was made of teaching[1] French, the result seemed scarcely to correspond to the profession. "In "perhaps three private schools French was better known than "in the average Grammar school, though certainly not better "than in the best." [2] Mr. Fitch also pronounces arithmetic to be ill taught in many private schools, because, though much time was assigned to it, the boys were left to themselves, and got no proper explanations.

The grammar school system seems to give the better intellectual discipline, although it is probable, that in many cases the boys from the private schools are better fitted to enter at once and with hardly any further training on the duties required in a shop or a counting house. Even in their fondness for well written copybooks, which take so much time away from real study, the parents show the same kind of practical instinct. Such training gives a neatness and precision which are, perhaps, often overvalued, but yet are not by any means to be slighted as a preparation for commercial pursuits. The following description, which [3] Mr. Hammond gives of a school at Gateshead, will illustrate both the good side and the bad side of what is called commercial education:—"The instruction is confined simply to "the 'essentials' with English grammar; no geography, history, "mathematics, or languages are attempted. The school is a mixed "school, and the girls are fully as well trained as the boys. Even "the Newcastle Grammar School cannot compete with this "school in the extraordinary rapidity and accuracy, with which "almost every scholar answered the questions, and worked the "sums proposed to him. There was no exercise of thought or "reflection in the process; all was effected by mere strength of

Private school at Gateshead.

[1] p. 204. [2] p. 269. [3] p. 289.

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" memory and smartness of attention. The application of rules " and processes was instantaneous; they were learnt blindly and " punctiliously by heart; and I feel sure that not a single prin- " ciple was understood. The writing of the pupils in this school " is excellent, and though the instruction in arithmetic is oral, " the ciphering book system is partly in use. The master, whose " scholars are very successful in obtaining situations on the " Quay-side, explained to me that he did not approve of the " system, but that the merchants required it. One of them " had remarked to him, that he considered it equivalent to the " gain of a clerk's salary for one year to have a boy introduced " to his office from a school where 'ciphering books' are in " vogue."

It is probable that in the end a well-taught grammar-school boy may show much more mental power, more command of his faculties, more versatility, more capacity for improvement, than the pupil of a private school, who has spent so much time in practising the ingenious devices for shortening calculation, which are commonly called commercial arithmetic. But it seems from this account, that at first entrance into business the private school boy would have a great and visible advantage. And before they give that advantage away, the parents have a right to ask for some assurance of the value of the more liberal kind of education.

2. *Management and Discipline.*

Private schools profess to give "individual" care and teaching.

The chief characteristic, which distinguishes the management of the private schools from that of the Grammar schools, is the attempt at more individual care and teaching. The answer which Mr. Bryce got, when he asked the masters of private schools in Liverpool the reason of their success, was always the same:—[1] " We " give more care and attention to the individual boy, and the " parents, especially if the boy is not quick, know that he will get " on better with us. I have only 40 pupils in my school, and in " each class perhaps only five or six; I know what each one of " them can do, and am able to bring him on in the way that suits " him best. If he were sent to the College or the Institute he " would be thrown into a class of 40 or 50, where the teacher " would not notice, whether he did his work or not; and when " the parent complained, there would be nobody to get satisfac- " tion from, for the head-master would know nothing about it. " This boy here (pointing to one) was taken away from the

[1] p. 575.

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"Institute because he did not get on there. He has been just a "year with me, and only last week his father came to me and "said, that he had shown his writing to Mr. So-and-so's head "clerk, and that he had promised to remember him, when there "was a vacancy in their house."

"Very similar were the statements of the teachers in the small "schools scattered through the manufacturing district. All "declared, that they brought on boys by individual teaching, "who would never have come to anything in a big school. "Obviously they are so far right, that it is easier to have a "personal knowledge of each one of 40 boys than of 400; easier "to do work with him alone, and pull him up if he turns lazy. "Very possibly some boys are made more of in these small "schools than they could be in any other way; just as there "are boys for whom solitary tuition at home might be the best "means of education."

Sometimes successful.

More often a failure.

But Mr. Bryce was of opinion, that, though sometimes successful, this "individual" teaching was more often a failure. He goes on to say that, "tried by its general results, its effects on classes ex- "amined in the ordinary subjects of instruction, the plan, so far as "I could judge, breaks down. Among both the private and the "endowed schools which I examined, the larger were almost "invariably the better; and this not merely because good teachers "succeed in collecting a greater number of pupils. There seems to "be something depressing in the very atmosphere of a small "school. It may be that they have a larger proportion of "naturally dull boys than the big schools, and, if this be so, it is "unfair to draw a comparison. Certainly I could never discover, "in examining these small private schools, that their boys were "any the better for the minute attention they were alleged to "have received. They almost always answered worse and did "their arithmetic worse than boys in the endowed or larger "private schools. There was not perhaps so great a contrast "among them as one finds between the head and the tail of a "class of 50 in a great school. But that is not because they "were all as good as the head, but rather because they were all "tail. The average level of one of these small cheap schools is "little above that of the worst boys in such schools as the "College or the Institute at Liverpool, or in the largest Grammar "schools of the county."

"The reason of this seems plain when one watches these small "schools at work. 'Individual teaching,' as they call it, does "not mean the bestowal of good private tuition upon each boy. "It does not even mean the supplementing of collective teaching

"by half an hour or so spent each day with the boy alone. It "means the neglect of class teaching, and the attempt to replace "it by giving the fortieth share of a teacher's attention to each "of the forty boys at once—the most wasteful and purposeless of "all possible methods of teaching. It means a frittering and "scattering of power and thought, an absence of order and "discipline in the schoolroom, the discouragement of the habit "of voluntary attention, the loss of symmetry, and energy and "precision—of that sympathy and momentum which enables a "regiment of 800 soldiers and a class of 40 boys to perform "marches and overcome difficulties together which none of them "could have faced by himself."

Parents not aware of this.

"Parents, however, not having observed the working, do not "generally know the truth of the matter, and it is quite true "that one chief reason why they are found so ready to support "the small private school is the notion that their children will "receive more attention (and therefore make better progress) "where the pupils are few, where they can call upon the master "and give themselves towards him the airs of an employer."

Parents interfere with the lessons.

In accordance with this notion the parents have no scruple in expecting their children to be allowed to learn or to omit whatever pleases their fancy. [1] "One parent wishes this, and another that "thing to be omitted or taught," says Mr. Stanton. "One," says [2] Mr. Fitch, "sends word that his son must not learn Latin because "it will be of no use to him; another thinks it probable that "his son may be brought into relations with Mediterranean "merchants, and therefore desires that he may learn Greek. A "third attaches great importance to mechanical or architectural "drawing."

Discipline also professedly "individual."

Nor is it only in the teaching, that profession is made of individual attention. The same characteristic is observable in the discipline, especially in boarding schools. The discipline in Grammar schools depends to a large degree on strict rules carefully enforced; and, subject to these rules, the boys are allowed much liberty, and are governed through monitors drawn from their own body. Some of the private schools adopt the same plan; [3] but in very many reliance is rather placed on the perpetual presence of the master or his assistants. So again, the diet and arrangement for sleeping are varied to suit individual taste. Mr. Fitch, [4] speaking of private boarding schools in Yorkshire, reports that "in some large schools it seemed to him that "each parent had made a separate contract as to the amount of "comfort and attention his child should receive."

And arrangements for boarding.

[1] p. 66. [2] p. 267. [3] Giffard, p. 158. [4] p. 264.

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Difference here between expensive and cheap chools.

Here, of course it is necessary to distinguish between the better private schools and the worse. The more expensive schools attempt to meet this demand for individual attention to the boys by a larger staff of assistants; and although even then the force, that peculiarly belongs to organized and well concerted work, is apt to be lost, yet there are probably many cases, in which the attention given to individual character and aptitudes more than makes up for the loss. The poorer schools cannot afford this costly method of securing individual care; and in the majority of cases the attempt to get it is probably a mere mistake.

3. *Buildings and Accommodation.*

Accommodation in dearer schools very good;

There is no point in which the difference between the dearer and the cheaper private schools is more observable than in the buildings and accommodation. The dearer private schools are often in this respect everything that can be desired. The parents are excellent judges in this matter, and can secure, that they get their money's worth for their money. [1] The proprietors of private boarding schools, says Mr. Giffard "are "for the most part very proud of the extent and comfort of "their houses." "There are establishments in Yorkshire,[2]" says Mr. Fitch, "on a large and costly scale, with the newest "educational appliances, the most perfect drill grounds and "gymnasia, large cricket fields and baths; and arrangements for "health, comfort, and instruction which evince great administra-"tive power, and require large capital and incessant supervision to "keep them efficient." "The Norfolk farmer's son when at school "lives," says [3] Mr. Hammond, "in a house as convenient as his "father's; and his food, dress, comforts, are attended to as "carefully as by his own mother." [4] Mr. Bryce found the school rooms and dormitories of the Lancashire boarding schools clean and well ordered, "though often," he adds "falling short "of modern requirements as regards space and ventilation." Much the same description may be given of the best private day schools. "They are frequently," says Mr. Bryce,[5] "spacious, "neat, comfortable, better supplied with school furniture and "the apparatus of teaching, than the more old-fashioned Grammar "school."

In the cheaper very bad.

But while the dearer private schools are certainly not behind, and on the whole are probably before, most of the Grammar

[1] p. 160. [2] p. 256. [3] p. 350. [4] p. 567. [5] p. 573.

schools in this point, the cheaper are, if possible, worse than the worst Grammar schools. "Their rooms," says [1] Mr. Bryce, "are not so old and not more dirty, but they are even more "foul and stifling." "No words are too strong," says [2] Mr. Green, "to express the badness of the school-room at most of the "cheap academies. Generally it is a barn, or a pigeon cote, "or a scullery in a back yard, or (at best) a large attic, close "and yet cold, full of draughts, noisy, and too small for its "purpose." "More than half of the schools that I visited," [3] says Mr. Giffard, "were held in dwelling houses, the rooms of "which were never intended for, and were grossly inadequate "to give proper breathing room to, the number of persons "crowded in them. The humbler schools, and especially the "schools for girls, are badly housed. If inspection of schools "were needed for no other reason, sanitary conditions alone "would dictate it."

Schoolmasters cannot risk money in building.

It is not difficult to discover the reason, why the inferior private schools should be so deficient in proper buildings and accommodation. The position of a private Schoolmaster of this rank is always precarious. The parents of his scholars are not sufficiently good judges of education, to know the mischief that they do to their children by frequent removal from school to school; nor is he sure of conciliating their steady support by the soundness and goodness of his teaching. He depends to a large degree on his own skill in adapting himself and his school to their wishes. Hence a very small matter, an offence unwittingly given, the competition of a rival with a more plausible manner, may at any moment rob him of his popularity and of his scholars. It is vain to expect that he will invest any money, if he has any to invest, in providing proper buildings for so hazardous a venture. "A really large and flourishing school "is of course a marketable commodity, and sometimes sells "well. But it is always a dangerous purchase for a stranger. "Parents are capricious, trade is uncertain, everything depends "on the teacher's health, and, if it be a boarding-school, on his "wife's management. Thus few people care to sink any great "capital in buildings and fittings, and when the school declines "the house is let for a shop or a private residence, and the "master betakes himself elsewhere.

"Considered commercially, few descriptions of business seem "to require less capital and fewer preliminary operations, than "the keeping of a private day school of the second order. A

[1] p. 573. [2] p. 199. [3] p. 161.

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"house is taken, a cane and a map of England bought, an advertisement inserted, and the master has nothing more to do but teach, engage assistants as he requires them, and endeavour, as he best may, to make his school known among parents in the neighbourhood."[1]

It is not likely that schools established at so slight a cost, and with so little assurance of probable success, should have buildings well adapted to purposes of education.

4. Qualifications of Masters and of their Assistants.

Many Head Masters of private schools very able men;

Among the head masters of the private schools are to be found not a few men of first rate ability and attainments. They are not so generally classical scholars as the head masters of the Grammar schools; but they are often more alive to the needs of the time, are better acquainted with the most approved methods of teaching, show more skill and versatility in dealing with special cases. The masterships of the grammar schools are generally confined to graduates of Oxford and Cambridge. The graduates of the University of London and of the Scotch Universities, the men with natural aptitude for teaching who have not been able to go to a University at all, will, if they adopt the profession of a schoolmaster in this country, be found in the private schools; and, as might be expected, some of them are really able men. The disadvantage under which the private schools labour in this regard is, not the want of men of ability,

but many pretenders.

but the presence of mere pretenders. The trustees of a Grammar schools will, as a general rule, make some inquiry into the character and attainments of a master before they appoint him. Whether he has taken a degree at Oxford or Cambridge is a fact that can be easily ascertained. He has to produce testimonials, and it is possible to find out whether they are given by responsible people, and by people whose judgment is of real value. The trustees may be mistaken in their choice, but at any rate downright pretenders will generally be excluded, and there will be some sort of warrant, however imperfect, for believing that, before a master takes charge of his school, his capacity to conduct it has been ascertained. The master of a private school, on the contrary, needs no testimonials. There is no one whose business it is to ascertain whether he is, as he professes, a Master of Arts from a Scotch, or a Doctor of Philosophy from a German, University.[2] He may be all that he says, but he may not; and it is not likely that anyone will think it his duty to examine whether he is or is not.

[1] Bryce, p. 538.

[2] See Fearon, pp. 364–366.

The difficulty of excluding mere pretenders has been keenly felt by the masters themselves, as well as by many of the parents. On this point Mr. Bryce states that he found[1] "a singular concurrence of testimony from opposite quarters. "Parents deplored the want of any certain means of learning where they might safely place their children. Schoolmasters, at least many among the better ones, complained that "they had no opportunity of approving their own fitness; that "those of them, who had with pains and at great expense prepared themselves for the work of teaching, were jostled by a "herd of impudent pretenders, to whose arts they could not "condescend, but who, for a time at least, outstripped them in "the race. It was the same difficulty, seen from opposite points. "Thoughtful parents were earnestly seeking for skilful and upright teachers; skilful and upright teachers had not the means "wherewith to commend themselves to thoughtful parents. "What was wanted was a medium of communication, and none "such appeared. None such, at least, adequate to the need." It is in order to meet this want that many of the masters are desirous of obtaining an Act similar to the Medical Act, which shall empower a council to register all masters of proved competency, and thus to give them a public guarantee, and distinguish them from impostors. "The question,"[2] says Mr. Fitch, "is not free from difficulties. Every teacher to whom I speak "wants a system of registration which shall admit himself and "exclude somebody else. The general impression is that vested "rights must be regarded, and that everyone now holding the "office of schoolmaster should be entitled on proof of the fact to "a place on the register. But it is to be feared that any plan "which recognized all existing teachers would only perpetuate "the evil." In fact such a plan would propose to exclude all future pretenders, but would give a stamp of approval to all pretenders who were in the profession already. This would make the register almost valueless from the beginning, and it would probably be long before such a register held a high place in public confidence. It would seem better not to let the registration be retrospective at all, but to make it apply only to the future. It might then be made to depend on strict examination; and to be on the register would be a proof of tried attainments.

Difficulty of excluding them.

The head-master of a private school is often a man of ability, the assistant masters rarely. This above all others is the weak point in the private schools, and especially in the private schools of

Assistant masters rarely good.

[1] p. 540.

[2] p. 330.

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the lower grades. "The majority" says Mr. Bryce,[1] "are deficient "in every way, half educated, without any knowledge of teaching, "without the force of character to rule and guide boys. Some "few are worthy, painstaking people, doing obscure duties to "the best of their powers, but never, so far, as I could observe, "doing them with spirit or energy. This is not merely because "such pitiful salaries are offered them; it is because the position "is socially low, and holds out little prospect of anything better. "Men of ability are willing to take subordinate places in en-"dowed schools, even not of the first rank, because they have a "status and an opportunity by good service there of getting "after a while a grammar school mastership for themselves. "They are, it is true, under the direction of the head master, "but they serve, not him, but the foundation; they have a public "and recognized position. In private schools they exist as part "of the owner's money-making machinery, and whatever they "do redounds, not to their credit, but to the benefit of his pocket. "This feeling is of course strongest in the case of private board-"ing schools, where the assistant master has not only to teach "but to 'look after' the boys, and it is quite strong enough to "outweigh the temptations of a far larger salary than is usually "attached to such a place." To the same effect[2] Mr. Green says; "Sometimes they are little more than lads; otherwise they are "of ignorant or of questionable character. In my examinations "I not unfrequently found them fragrant of alcohol." Mr. Giffard, notices the vast interval between the competency of the [3]head masters and that of the assistants, and states, that the picture given of the latter by the former is startling. Assistants discovered to be drunkards, and yet retained because there was no certainty of getting better; assistants obliged to decamp suddenly for some disgrace, usually for debt; men whose only principle was to do as little work as they could. Mr.[4] Fearon again was painfully struck with the gap between the principals and their ushers. Almost all that he heard teach were miserable instructors.

Situation not such as to attract men of ability.

That these assistant masters should be very inferior men is hardly to be wondered at. Hard work, very irksome, and in some respects unsuitable, duties, very little sympathy, very low salaries, and hardly any prospect of rising, are not likely to secure very competent men. One private school Mr. Fearon found, where the principal had excellent assistants; but then the school was managed on the monitorial system, and the assistants had no espionage to perform, and he paid high salaries, and examined his assistants

[1] p. 577; see also App. C. to Mr. Bryce's report.
[2] p. 199. [3] p. 165. [4] p. 365.

carefully before appointing them. "This case however," Mr. Fearon adds, "is, I believe, unique, even among first grade "schools." Severe things are often said of the *maîtres d'étude* in France; still severer things might perhaps be said with no less truth of the assistants in private schools in England. On this point Mr. Fearon makes the same remark as Mr. Bryce, that the private schools and the grammar schools are not here on equal terms. The public position, the higher social estimation, the pleasanter duties, the chance of promotion, and on the average even the higher pay, give the assistant in a grammar school the advantage in the comparison. Assistants in private schools are sometimes taken into partnership by their principals, and this, when offered, is a fair promotion. But the majority have no such hope. It is but natural under these circumstances, that there should be such very general evidence, that masters of private schools often find it exceedingly difficult to procure assistants at all.

5. *The Scholars.*

Two peculiarities in class of scholars.

The great majority of the scholars, that are sent to the private schools, do not differ from those that are sent to the grammar schools; but two circumstances regarding them ought to be noted, because, although they do not affect many of the boys, they very largely affect the character of the schools and their relation to the general public.

Private schools rest on class distinction.

One is, that almost all private schools rest in some degree on social distinctions. The Grammar schools know nothing of such distinctions at all. Every boy who can pass the entrance examination, if there is one, and can pay the fees, if there are any to pay, can demand admission. This is indeed the main title that these schools have to the appellation of public schools. But social distinctions in the matter of education are exceedingly strong, and the private schools are powerless to ignore them. In fact the inferior private schools owe their very existence to the unwillingness of many of the tradesmen and others just above the manual labourers to send their sons to the National or the British School. Rather than let their children mix with the class beneath them in a large well-fitted room where they would be taught by a thoroughly competent master,[1] they will send them to an inferior teacher in a miserable room, and pay twice or four times as much. "In Norfolk,"[2] says Mr. Ham-

[1] Green, p. 199. [2] 340.

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mond, "social considerations outweigh educational considerations "in the eyes of parents of all grades. Thus all local (private) "schools are class schools."

On this point proprietary schools often make the same rules as private. The North London Collegiate School, a very successful proprietary school, established expressly for the middle classes, and admitting freely the children of shopkeepers, would not be open, as we were informed by the head master, to the child of an omnibus driver, even on the payment of the fees. The school is understood to be restricted to the children of those who[1] live in a good neighbourhood and hold a certain social rank. Cheltenham College has an analogous rule.

If schools of this character insist on such exclusiveness it is vain to expect the private schools to open their doors to all classes. Yet it is evident that this characteristic of the private schools must be carefully borne in mind in considering how far such schools can supply the educational needs of the country.

Backward boys often sent to private schools.

The other peculiarity worth special notice is, that the small private schools profess to educate and often succeed in educating, at any rate in some reasonable measure, boys who from weakness of health, excessive slowness of intellect, early neglect, or other reasons, have failed at large schools, and have been removed on that account. It may often happen, that the boy, who failed in the larger school, fails also in the smaller; but there is reason to think that this is not always so. Mr. Fitch speaks of four such schools on his list, in which eight or ten boarders of this kind are treated rather as members of a private family than as school boys, and in which there is individual instruction of a kind and parental character. Mr. Fearon also points out this education of backward boys as a valuable service which the small private schools render to education, and in the rendering of which they deserve all the more encouragement and support, because from the nature of the case no distinction is to be won by doing what little can be done for such boys. And not only is it the case, that boys who have failed at grammar schools are as a last resource sent to the private schools, but, as a general rule, according to Mr. Fearon, boys come worse prepared into the private schools than into the endowed, and this must be borne in mind when the two kinds of schools are judged by the results which they produce.

[1] Rev. W. C. Williams, 5096. The school appears now to be really a private school, but the master does not consider it so, and conducts it on the original plan.

6. *Review of the Faults and Merits of the Private Schools.*

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It is not difficult after this description of the characteristic features of private schools to trace with tolerable accuracy what are their leading faults and merits, in what respects they stand below the endowed schools and in what above them.

Grammar schools have public position.

1. In the first place the Grammar schools have the advantage which always belongs to an assured, and, in a certain sense, public, position. Their masters rank in social estimation as public officers, and have the independence and the dignity of a public responsibility. The schools seem to be in the service of the country, which is always in itself an honour. To this must be added the still further dignity of permanence, of old associations, of old traditions, in many cases of the memory of great men that have been scholars within their walls. Almost every grammar school has some history or other attached to it, which acts powerfully on the imagination of boys, and has an elevating and refining effect on their characters. The private school can have nothing of this. It is essentially perishable. A great man may make his scholars proud to say that they have been his pupils. But they are proud not of the school but of the master. And even if he be a distinguished man, that will not maintain his school after his death. A Grammar school may sink and then may rise again, and in its revival it revives all its old memories. A private school, if it sinks, passes out of sight altogether. There is nothing in the private school to link generation to generation. And in dealing with boys this is no slight advantage on the side of the Grammar school.

Private schools are more open to what is new.

On the other hand, the private school is open to all that is new. It can be adapted with ease to every demand of the day. If new modes of teaching are proved to be efficient, if new subjects of instruction are found to be necessary, the private school readily can, and under the steady and incessant pressure of the demand inevitably will, introduce them into its system. Mr. Fitch[1] reports that in Yorkshire "almost all the educational "enterprise of the last few years has originated with private "teachers." And this is likely to be often the case. The old traditions and the public position of the Grammar schools, valuable as they certainly are, yet have this drawback, that they indispose the masters to make changes. The grammar schools are likely to be in the rear of improvements, unless some means can be devised for keeping them much more alert than they have hitherto been.

Grammar schools are more independent.

2. The grammar schoolmaster again has the advantage of greater independence. The private schools almost universally

[1] p. 256.

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complain of the interference of injudicious parents. It is no doubt true,[1] as Mr. Bryce says, that an energetic and sound judging master may almost always lead the parents; but he adds that there are things that he must do, and others that he will be tempted to do, unwelcome to a man of spirit. When, indeed, he has thoroughly established himself, he can take his own line with even more impunity, than the master of the small Grammar school. But on the whole the public position of the Grammar school master enables him to assume a tone, which would be considered improper, if he were a private person. The master of the Grammar school is the servant of the public, not of the particular parent. An independence will be tolerated in him which would not be tolerated in the private schoolmaster.

Interference of parents in England and in Scotland compared.

This complaint of injudicious meddling on the part of the parents deserves a little consideration. Especially is it well worth while to note the contrast between the mischief done in England by unintelligent, and the good done in Scotland by intelligent, parental interference. It may be traced in England to two causes, first, the loss of confidence in the Grammar schools, and, secondly, the deficient education of the parents, especially of the mothers.

English parents have lost confidence in the Grammar schools.

If some means had been taken to adapt the Grammar schools to modern needs fifty years ago, in all probability the parents would now be well content to let the school authorities manage the education of their children, and would support them, as the Scotch do, in the task. But the Grammar schools held so rigidly to their own routine, that at last the middle classes came to the conviction, that such an education, as they desired, was absolutely incompatible with any classical instruction whatever. That this was a delusion is proved by the fact, that the Grammar schools in many cases are teaching arithmetic, on which the parents insist, quite as well, and in a scientific sense better, than the private schools which profess to make it of so much importance. But the delusion was justified at the time, and it still continues to exist, and it will take some time to disabuse the public of their belief. To this must be added a reason of quite a different kind, but equally operative on the minds of many of the middle classes. The Grammar schools were seen to be, some more, some less, bound up with the teaching of the doctrines of the Church of England; and the Dissenters were often unable to get their children admitted except on condition of allowing them to be taught those doctrines. For these reasons a very large proportion of the parents have lost all confi-

[1] p. 539.

dence in the grammar schools as guides in the matter of education, and have been compelled to rely on their own judgment.

And have no experience to guide them.

But, secondly, in the use of that judgment they have not, as the Scotch have, the advantage of three centuries of experience. They have often very little education of any sort themselves, and at any rate have had no training in the management of the education of their children. The Scotch father knows what his son is learning, at least to a sufficient extent to judge of his proficiency, to praise him for his success, to feel a keen interest in what he is doing. Neither the English father nor the English mother as a rule retains enough of school learning to be able to enter very heartily into what their children are studying. "The same imperfect education," says [1]Mr. Fearon, "which makes "the fathers often incapable of appreciating the value of any "but the barest elements of an 'English schooling,' and which "makes them sneer at linguistic, physical, artistic, and mathe-"matical studies, even when carried to a reasonable pitch, "prevents their meddling with the details of their children's "work." They cannot meddle in the way in which their meddling would indeed be useful, by showing a keen interest in all that the children are learning. But this does not prevent them, and especially the mothers, from meddling in other ways and giving directions in a matter which they do not understand. Nor is this all. The Scotch father has a very large latitude in guiding the education of his son, a larger latitude than is allowed in public schools in any other country in the world. But still this latitude has its limits. He can say what lessons his boy shall attend, but he cannot prescribe what lessons shall be given. He can only choose out of the list which the school authorities draw up. He cannot require the master to take charge of his boy when a lesson is being given which the boy is not to attend; he must keep him at home. He cannot interfere with the discipline. He cannot alter the rules. The organization of the school is in no sense at his mercy. The English parent knows nothing of these limits; interferes at random; dislikes all rules; presses peculiar wishes; would have the whole school bend itself to the demands of a single scholar.

Scotch cannot interfere beyond certain limits.

But on the other hand, if English parents, having thus lost confidence in the guidance of the grammar schools, and being compelled to rely on their own judgment, often interfere unwisely, yet it is not from an unwillingness to be guided, if only they could get guidance which they could trust. The instan-

English parents would not interfere if they could get guidance which they could trust.

[1] p. 359.

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taneous rush with which public or semi-public schools for the middle classes have been filled, wherever they have been established of late years, is enough to prove the existence of a very large section, that would willingly surrender their right to interfere in detail, if only they could get public schools properly planned to meet their needs. The [1]Handsworth Bridge Trust School got 150 boys within a year of its foundation, and could get many more if it had room. Framlingham College was intended for 300 boarders, and in the term in which it was first opened, it had 270, and in a few months was more than full.[2] The school established by the exertions of Mr. Rogers in London is full to overflowing. There are probably many who would under all circumstances prefer to retain the right of interference, and would therefore send their children to private schools, even if the best public schools were put within their reach. But it is abundantly clear that a very large number would prefer public schools, if they could get them, and would not refuse their confidence to any public endeavour to meet their wants. And Mr. Fitch reports that when he asked "[3] whether schools managed by public or "proprietary bodies possessed any advantages over private "adventure schools? the answer from persons outside of the "profession was almost uniformly in the affirmative."

Private schools have a keener sense of responsibility than Grammar schools.

Finally, it should be added, under this head, that the perpetual sense of responsibility to the parents, which is necessarily felt by the masters of the private schools, is not without its advantages. The master has the strongest pressure of pecuniary interest to keep him to his duty; the result is, that he is more[4] often exact and careful in minute details. The particular things on which the parent insists are tolerably certain to be well done, if nothing else be well done. If the interference be irksome, yet it is also stimulating; and in all probability it very rarely happens that a master of a private school sinks into carelessness or mere neglect of duty; if he does, the mischief cannot last long, for his school quits him. The scandalous cases, of which there are too many, of masters retaining endowed schools with few or even without any scholars show how far utter neglect of duty may go, when a man's interest in no way depends on the discharge of his duty. Before a Grammar school master thus emptied his school, he must, as a general rule, have been regardless of all the obligations of his office for years. Many scholars must have suffered by his neglect before it was found out. Had he been a private schoolmaster, the first withdrawal on account of neglect would have been

[1] Green, p. 152. [2] Sir E. C. Kerrison, Q. 6673, Hammond, p. 372.
[3] p. 255. [4] Fitch, p. 268.

a sharp warning, and he would have been spurred to double effort to prevent a second. The master of an endowed school has often been able to fall asleep; the master of a private school cannot.

Fitness of masters of Grammar schools ascertained before they begin work.

3. One point of contrast remains between the endowed and the private schools, in which the advantage seems to be entirely on the side of the endowed. In the endowed schools the fitness of the master can be, and in some measure usually is, ascertained, before he commences his work; and the work itself can be, though hitherto it rarely has been, brought to a test and appreciated. On this point we have already spoken above; it is the point in which private schools must always stand below public, except in as far as the private shall voluntarily submit to the application of the same tests. The public schools can be made to give guarantees of their work both before and after. The private cannot. Much may be done to enable the private to put themselves in this respect on a level with the public. But unless they give up their character as private altogether, this cannot amount to more than opening to private schoolmasters and to private schools, whatever examinations and inspection are provided for public schoolmasters and public schools. This at any rate should in our opinion be done, and we shall speak of it more at length presently.

7. *What can be done to improve the Private Schools.*

Mr. Fearon's suggestions.

The question, what can be done to improve the private schools, has been considered briefly by Mr. Fearon, and his suggestions point in the same direction as those which are made by other Assistant Commissioners.

Functions which private schools will have to discharge.

It is tolerably certain, not only that under any circumstances private schools will still be required in this country, but that they have very useful functions to discharge, which cannot well be discharged by any others. "Private schools," says Mr. Bryce,[1] "have in many parts of Lancashire done some-
"thing which endowed schools have neglected, and have by their
"competition greatly raised the tone of the latter." This competition, if it can be freed from some prominent faults, will always be of great value. Even the best system runs a little risk of lapsing into loss of energy, if it is quite undisturbed by any chance of rivalry. It is to be hoped that the endowed schools will not again be allowed to slip into the condition, which has in so many places transferred the majority of the scholars to the private schools in their neighbourhood. But it is very

Their competition a stimulus.

[1] p. 577.

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unlikely, that there will ever come a time, when all competition whatever will be both useless and hopeless.

They offer a field for enthusiasts.

Private schools, again, will always be the natural field for the energies of enthusiastic teachers who hold peculiar views, and cannot work in the trammels of the recognized system of the day. Such men are often mistaken, one-sided, narrow; but their enthusiasm in many cases does more good for their pupils than their mistakes do harm. One man holds that natural science ought to be the one subject of instruction; another will teach nothing but algebra and the Bible. Such theories in ordinary hands are grievous blunders. But the enthusiastic believer often succeeds in spite of his theories, and turns out pupils if not already knowing all that is necessary yet capable of rapidly acquiring it, and possessed meanwhile of a passion for learning which is almost worth all knowledge that could have been learnt. Moreover these are the men who most often make improvements, and discover new methods. The private schools offer a field for their experiments, which the public schools can hardly do.

They give "individual" teaching, which some boys need.

Yet again, although the desire of parents to have each of their children educated with a special attention to his own peculiar character and abilities appears to be unreasonably exaggerated, yet there are undoubtedly some boys who are the better for this sort of treatment. They lose the education which is given by the firm grasp of wise rules, by the stimulus of numbers, by the organization of the instruction. They have to be taught many things by one teacher, and must therefore suffer in regard to those subjects, with which their teacher is not well acquainted. But they gain by being brought into direct contact with the teachers, mind to mind. And this gain in some cases overbalances the loss. Private schools will be needed to deal with boys of this sort.

Private schools ought to be put on as good a footing as possible.

It is therefore of public importance to put private schools on the best possible footing, and aid them to do their work well. It appears to be generally agreed, that it would be inexpedient to compel them to submit to inspection and examination. It is usual on the continent to allow no man to teach, who has not proved to the satisfaction of a public authority, that he possesses the requisite attainments, and to allow no school to receive scholars, except on the condition that it shall be open to inspection and examination by public officers. Without expressing any opinion on the abstract question of the justice or expediency of such legislation in general, we do not think that such a law would be desirable in

the present circumstances of England. But there is no such objection to offering for voluntary acceptance what it would be inexpedient to impose by force. The weak points in the private schools appear to be briefly these,—

Inspection and examination should be, not imposed, but offered.

1. That there are no means of distinguishing good masters from bad, and that consequently many of the head masters and the great majority of the assistants are incompetent.

2. That there are no means of distinguishing good schools from bad, and that consequently success is often obtained, not by the goodness of the teaching, but by the skill with which the parents are managed.

3. That a private school has no recognized position, and that consequently superior men will not accept situations on its staff.

It is evident that in all these respects it would greatly aid the private schools if they could be put on the footing of the public. That they should rank somewhat below the public in social estimation may possibly be found inevitable; it is the price which they must pay for their independence. But both in regard to the first and the second of the above deficiencies they might be offered admission to the same examinations, and the same inspection as any that might be provided for endowed schools and their masters; and the authoritative test which they ask for would be at once applied. This would go far towards giving, not only a test to distinguish good masters and good schools from bad masters and bad schools, but also that public recognition which is required to induce good men to work in those schools. A master who passed the examination prescribed for masters of endowed schools would be able to adduce the fact as a sufficient proof of his possessing the attainments requisite for his profession. A school that put itself under inspection and examination might be entered on a register kept by public authority, and be treated in many respects as a public school. One thing more seems to be wanted, namely, that, as far as concerns schoolmasters and schools thus publicly recognized, the profession should be opened as widely as possible. Masters of recognized private schools should be, as far as can rightly be done, considered to be eligible for masterships of endowed schools. Assistants in private schools should look to promotion, not only in the private schools, but in the endowed schools also. The profession should be set free from any restriction which does not conduce to its efficiency. There can be little doubt that this of itself would entirely change the position of the masters, and still more of the assistant-masters, in private

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schools, and induce men of higher character and attainments to engage in such work.

8. *How far can the Private Schools be relied on to satisfy the Demand for Secondary Education in places where the Endowed Schools fail to supply it.*

Mr. Green has examined this point.

Mr. Green has discussed the important question, whether private schools appear likely to supply secondary education of a satisfactory kind, where the endowed schools fail to supply it.

He has examined with particular care the case of the [1] Potteries, where there are no Grammar schools within reach, and where consequently private enterprise has an open field before it, and can show what results it is able to produce. In the Potteries he found, out of a population of 101,207, only three private schools for the middle classes, containing altogether 160 boys. A few of the wealthier are sent elsewhere, and the proportion of workmen to the population is unusually large. But no reductions on this account can explain the fact, that no more than 160 are found in schools, which profess to give a secondary education. The true explanation is, that many whose parents could well afford to pay for a higher education are sent to National or British schools, and that the time given to schooling is reduced to a minimum. Meanwhile, among the more educated inhabitants of the Potteries, Mr. Green found a general sense of the want of a good middle or Grammar school. The large body of professional men, for instance, which such a population brings together, find that they cannot obtain on the spot such an education, as they desire for their sons; and yet in many cases they can ill afford to send them to good boarding schools. The ministers of religion appear to suffer most in this respect,[2] and "many of them," says Mr. Green, "spoke "feelingly in this matter;" "meanwhile an oppressive atmos- "phere of well-to-do ignorance hangs over the district."

In the Potteries a population of 101,207, but only 160 boys receiving secondary education.

Private schools owe their origin to supply and demand.

This striking example does but illustrate a general result which it will be well worth while here to examine. The private schools, as we remarked above, owe their origin to the operation of the commercial principle of supply and demand applied to education. It is not difficult to see that this principle must necessarily fail in two cases; it fails when the purchasers demand the wrong thing, and it fails also when they are incompetent judges of the right thing The utmost, that it could do in the matter of education, would be to supply, not what is best, but what the parents

Principle fails in two cases.

[1] p. 192. [2] p. 194.

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Fails to elevate the parents.

believe to be best. If the standard of the parents be low, if it be expedient for the interests of the country that the parents should be educated to put a higher value than they do on the cultivation of the understanding, on the refinement of the thoughts and manners, on what is solid and permanent, rather than on what is showy and transitory, the commercial principle is not likely to supply schools which will have such an effect. "The "operation of commercial supply and demand, pure and simple,"[1] says Mr. Green, "means, on the whole, that, as the father is, such "will the son be. An uneducated father generally has a low "conception of education. If he grows very rich he may perhaps "send his son to a fashionable school or to the University, that "he may learn to be like the sons of the landed gentry, and the "boy commonly becomes like them 'with a vengeance;' other-"wise he sends him to a private school of the kind described, "where he meets other boys of the same class. Here there is "nothing to raise him above the traditions of his home. Neither "those about him nor those above him are likely to do anything "to enlarge his intellectual horizon, and there is no path of "reward to tempt him on to the higher learning. He is naturally "in a hurry to leave and make money as his father made it. "Those parents, on the other hand, who have a higher idea of "education but no large share in this world's goods, if their lot is "cast in a region of private schools, must conform to the general "level. They must send their sons to schools of which the stan-"dard is set by the capacity and aspiration of the majority. "Thus in almost all the decent private schools I found one or "two boys, 13 or 14 years old, who seemed to have more faculty "and desire of learning than was ever likely to be brought out. "Now, a well-organized system of Grammar schools by which "the poorer schools should pass on their best boys with small "exhibitions to the richer, and these again should transfer their "*élite* with larger exhibitions to the University, would at once "meet the aspiration of the few and raise that of the many. "It would spread its net to catch boys who want a com-"mercial education, and having caught them, while it gave "them what they wanted would, by a process of natural "selection, keep for the higher learning all who were fit for it. "It would bring every boy of capacity by the age of 14 or so in "contact with the mind of a scholar and familiarize him with the "prospect of an intellectual career. Such a system would find

[1] p. 207.

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"no small class of parents eager to avail themselves of it, and "once inaugurated it would, by its own operation, perpetually "augment this class. Not only would it by degrees create a "taste for the pursuit of science and literature in our large towns, "(where there might be plenty of leisure for it if only there were "the will); it would constantly be increasing the demand for "schoolmasters of high University degree, and thus be giving "to the scholastic career more of the material encouragement "which it at present lacks. If it is desired fairly to get rid of "the notion ingrained in the mind of the commercial class, and "of which an historical account can easily be given, that high "education is the perquisite of the clergy and gentry, this is "the way to do it."

Many of the masters of private schools struggle against this.

Many of the private schoolmasters are indeed very earnestly desirous to raise the general tone in regard to education, and only submit to keep within the low standard prescribed by the parents, because their livelihood depends upon it. It is for this reason that many would welcome authoritative examinations of their schools. "The parents," one master told Mr.[1] Bryce "would "believe an inspector proclaiming the value of mathematics, "French, and Latin, though they would not believe a schoolmaster." But the efforts of a few earnest men cannot affect very deeply the character of the mass. There are among the private schoolmasters men of the most devoted character; but, take these schools as a whole, and it must be confessed, that they illustrate the fact, that the commercial principle has nothing in it of the missionary spirit and cannot elevate those who depend on it alone.

The commercial principle also fails because the parents are not competent judges.

But further, the commercial principle rests on the rule *caveat emptor*, and presupposes, that the purchaser is a judge of what he buys. Now it is quite certain, that it cannot be said, that the majority of parents in the middle classes are really good judges of education. They are good judges of certain things, and they press these particular things, until the whole teaching is dislocated; but of the best means of training the mind, and of strengthening the faculties, they are no judges at all. It is the universal complaint both among parents and schoolmasters, that it is not possible to distinguish between the true teacher and the impostor. In all commercial transactions adulteration is always possible, and if it cannot be detected, it is not only possible but almost irresistible. This is precisely what has happened in regard to education.

[1] p. 558.

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As might be expected the two difficulties which thus beset the application of the commercial principle to education become more serious as we descend in the social scale. The private schools of the first grade are in some instances well worthy to stand side by side with endowed schools of the same grade; inferior in some respects, superior in others. But the majority of private schools of the third grade are, according to general consent, as bad as they well can be. Nor can this class of society be sure of having such schools at all. They appear and disappear as accident may decide, and no place, unless of considerable size, can[1] be quite sure at a given time of having any such school at all.

These failures become worse in schooling of the lower grades.

Lastly, it is impossible not to notice the grave defect in private schools, that they mostly rest on class distinctions. A boy of ability above the average, for whom his friends are willing to make a more than usual sacrifice, in order to procure for him an education suitable to his powers, cannot find such an education in a private school. We cannot but consider, that it is a matter of national interest, that boys of real ability, in whatever rank of life they may be found, should receive every aid and encouragement, that can be rightly given, to enable them to rise to a position suitable to their talents. We cannot but look on it as one of the glories of this country, that so many men should have risen to eminence from humble stations, and should have found so much in our institutions to aid them so to rise. And we think, that it would be a serious defect in our means of education, if any obstacles were thrown in the way of what is so excellent in itself, and so useful to the country.

Grave defect in private schools that they rest on class distinctions.

If to all this we add, that wherever public schools for the middle classes have been lately established, they have been instantly filled, and that there must therefore be a very considerable population, that would prefer to have them, we think we are warranted in drawing the conclusion, that while private schools will probably long have a very important part to play in our system of education, and should be encouraged by all proper public recognition, yet it would not be right to leave to them unaided to supply the deficiency, which our endowments have left unfilled, but that at least permissive powers should be given for the general establishment of public secondary schools, where they appear to be required.

Private schools cannot be expected to supply all that is needed.

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[1] Bryce, p. 537.

§ 3. Proprietary Schools.

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How the term is here used.

The last of our three great classes of schools is composed of those which are not endowed, nor the property of the master or mistress who teach in them. We have called them *Proprietary*, though that term is usually applied only to a certain division of them, viz. those which are the property of a body of shareholders. But all are alike private property, either of one or more individuals or of a corporate body; the buildings and funds are not permanently dedicated to educational uses. Yet they do not depend on the will of the schoolmaster; he did not create or purchase the school, or succeed to it by any private disposition; the school has a life beyond his, and he is only a chief officer for the time being.

These schools may be said in some measure to combine the character of endowed schools with that of private schools. They resemble private schools in owing their origin to private enterprise, in their consequent attempt to adapt themselves to the needs of the day, in their tendency to rest on social distinctions. They resemble endowed schools in providing some security that the master shall be fit for his duties, and in the general character of their management. To this may be added that in the end they generally pass into one of the other two classes. Those which do not succeed under proprietary management are generally sold and become private schools; those which are successful enough to become permanent, end with being devoted irrevocably by deed to the purposes of education, and are thus transferred to the rank of endowed schools.

Proprietary schools almost all of recent origin.

With very few exceptions, the schools which we have thus classed together under the head of "Proprietary" schools, are of rceent origin, not 40 years old. They owe their origin principally either to the want of schools of a more public character than any private school even of long standing can possibly assume, or to the desire of a particular religious denomination to have a school in which the religious instruction might be given in unrestricted accordance with their views.

The classification which will correspond best to the origin and purpose of these schools, appears to be the following, though the principles of division in some degree cross one another. Our general remarks will chiefly apply to the first three classes.

1. Schools for general education,—First Grade.

1. The first class consists of those schools which were intended to give a classical education of the first grade, but to give more attention to, or allow greater facilities for, the study of mathematics and modern languages than had been usual in endowed schools. The movement appears to have commenced with the

establishment of University College and King's College, two schools, both still very flourishing, having been established as parts of these institutions,[1] and several others having been founded shortly after in the neighbourhood of London and affiliated to King's College, as Kensington, Islington, Stockwell, Walthamstow Forest, and others. Blackheath rose at the same time and under similar influences.[2] More schools of this class, including some of great importance, were founded ten years later, as Cheltenham College,[3] and others at Brighton,[4] Bath, Sheffield,[5] Huddersfield,[6] and still later at Clifton and Malvern. The College of the International Education Society at Spring Grove has only lately been opened. At Liverpool the upper of the three schools of the College,[7] and the Royal Institution school, give a somewhat similar education.[8] Others were intended for boarders only, and were designed to furnish, especially to the sons of clergymen, an education of the first grade, but at lower terms than were charged at Eton and Harrow. Marlborough College[9] and Rossall[10] were the first established on this plan; Radley and Haileybury have been formed partly on their model.

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2. The second class is composed of those schools which have been established within the last ten or twelve years, especially for farmers' sons. They are formed on the type of Marlborough College in adopting the hostel system, that is, in having all the scholars in one common boarding house, but they do not include Greek, and do not all include Latin in the regular course. A school established at Probus in Cornwall, by Rev. D. Trinder in 1853, appears to have been the first of the kind.[11] The Devon county school, founded by Lord Fortescue and Mr. Brereton at West Buckland,[12] has been followed by others at Sampford Peverell, at Dorchester, at Hereford, at Wells,[13] and at Saham Toney.[14] One school of this nature, founded by Lord Portsmouth at North Tawton, and two very recent and flourishing schools, Framlingham College[15] and the Surrey County School at Cranley,[16] are

2. Second Grade.

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[1] On University College school, see Prof. Key, Q. 2904–3140.

[2] On these, see Fearon, pp. 342–347.

[3] Rev. Dr. Barry, Q. 5418–5517. Rev. T. Southwood, Q. 5518–5622.

[4] Giffard, pp. 148–150. [5] Fitch, p. 232. [6] Fitch, p. 233.

[7] Bryce, p. 589–593. Rev. Dr. Howson, Q. 2546–2828.

[8] Bryce, p. 597. [9] Rev. G. Bradley, 4022–4070. [10] Bryce, p. 585–589.

[11] See at end of Mr. Stanton's Report on Endowed school of Probus.

[12] See their Evidence in vol. v., and Stanton, p. 62. [13] Stanton, p. 63.

[14] Hammond, pp. 365–368. A "County school" is being built now at Trent, on the borders of Nottingham and Derby, and a Bedford County school is being organized, the Duke of Bedford having given 10,000*l.* for the purpose.

[15] Sir E. C. Kerrison, Q. 6673–6830. Rev. A. C. Daymond, 14,485–14,691. Hammond, pp. 370–381. [16] Rev. Dr. Benson, 4823–4940.

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included in our list of endowed schools, the buildings having been permanently dedicated to education. Another founded at York, under the name of the Yeoman's School, has practically been merged in a reconstruction of Holgate's endowed school.[1] Another, the property of Mr. Tollemache, at Helmingham, has been several times referred to in the course of our Report.[2]

3. Third Class.

3. A third class consists of those intended mainly for a less wealthy section of the community, clerks, small shopkeepers, and upper artizans. They have usually either arisen out of a mechanics' institute,[3] or been founded by the clergyman of a large parish,[4] or are in connexion with a nonconformist body, being sometimes held in buildings adjoining the chapel, but attended by scholars of other denominations as well.[5] They vary in the class of scholars and in the fees charged, from such as are just above a primary school to the lower schools of the Liverpool Institute[6] and of the College. The school maintained by the Duke of Northumberland at Alnwick,[7] and the Birkbeck schools established by Mr. Ellis, belong also to this class. Almost all of the schools coming under this head are day schools.

4. Strictly denominational schools.

4. The fourth class consists of schools which have been established by a denominational body for the benefit, principally at least, of their own members. Such are the Jesuits' college at Stonyhurst,[9] and at Mount St. Mary's,[10] Oscott College, and other Roman Catholic schools; the Wesleyan colleges at Taunton[11] and Sheffield, and (for sons of ministers only) at Woodhouse Grove near Bradford[12]; the Congregational schools at Silcoates near Wakefield,[13] and at Taunton,[14] the Nonconformists school at Mill Hill; the Moravian school at Fulneck,[15] which dates from 1753; the Friends schools at Ackworth, at Bootham (in York), at Tottenham, and elsewhere;[16] the newly instituted school of the Primitive Methodists

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[1] Mr. H. S. Thompson, 11,668–11,711. Fitch, pp. 192, 232, and special report.
[2] Richmond, vol. viii. pp. 645–648. See also Green, p. 168.
[3] Fitch, pp. 245–248.
[4] Rev. R. Gregory, 14,796–15,039, and see above, p. 198.
[5] Bryce, p. 599. Fearon, p. 349.
[6] Rev. J. Jones, 6164–6364. Bryce, pp. 595–596.
[7] Hammond, pp. 293–295.
[8] Mr. Ellis, 13,854–13,894. Fearon, pp. 533–535.
[9] Rev. G. R. Kingdon, 12,168–12,337. Bryce, pp. 583–585.
[10] Rev. T. Williams, 11,107–11,201.
[11] Attended by members of the Church of England to the extent of one-third of the whole number of scholars. Mr. Sibly, Evid., 12,420. Stanton, pp. 27, 61. "There "were 40 sons of churchmen at the Independent College at Taunton." Stanton, p. 65.
[12] Fitch, p. 240.
[13] Fitch, p. 240.
[14] Stanton, pp. 22, 65.
[15] Fitch, p. 239.
[16] Mr. Ford, 11,795–11,926. Fitch, p. 238.

at Elmfield near York,[1] and Nonconformist school at Tettenhall in South Staffordshire[2]; the Jews College in Finsbury, and Jews school in Palestine Place, and others. Most of these are boarding schools. PROPRIETARY SCHOOLS.

5. There are other schools which have been establishedfor the special benefit of small sections of the community. Such are the Epsom College, founded for the sons of registered medical practitioners,[3] some schools for the children of missionaries, or orphan children of clergymen, the Commercial Travellers school at Pinner;[4] and with these may be put the Corporation Academy at Berwick,[5] maintained for the sons of freemen of the town. On these we have no need to speak, as they are instances rather of special philanthropy than of any general educational effort. 5. Schools established for particular sections of the community.

The list of proprietary schools which now exist is much smaller than the list of those which have been set up during the last 30 or 40 years. Two at Bath, one at Plymouth, one at Bristol, one at Weston-super-Mare,[6] two at York, two at Hull, one at Wakefield,[7] one (recently) at Leamington,[8] and several in the neighbourhood of London have ceased to exist entirely, or have become the property of private individuals. Both at Hull and at Huddersfield two proprietary schools were established when there appears to have been room for only one. In both, one was established purposely as non-sectarian, the other as distinctively belonging to the Church of England. Both have failed at Hull, and one at Huddersfield is kept up with difficulty, having only 28 scholars. In three cases, two at York and one at Wakefield, the buildings were finally sold to the trustees of the endowed grammar schools. Others have become really private schools, though the connexion with the former proprietary body, or the sense of such a connexion,[9] is not entirely severed. This appears to be the case with the Sheffield and North London collegiate[10] schools. On the other hand, some—as, for instance, Marlborough College, Mr. Woodard's three schools,[11] and Bradfield—have become endowed schools; and Rossall and Liverpool College,[12] and perhaps others, might probably with justice be referred to the same class. The present proprietary schools are the survivors of a larger number.

But apart from the present great usefulness of most of these schools, they have as a class given considerable assistance in solving

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[1] Fitch, p. 241. [2] Green, p. 208. [3] Giffard, pp. 150–152.
[4] Mr. Richards, 5938–6163. [5] Hammond, pp. 290–292.
[6] Stanton, p. 61. [7] Fitch, pp. 231–236. [8] Green, p. 208.
[9] See Rev. W. C. Williams, 5011–5013.
[10] Rev. W. C. Williams, 5011–5184.
[11] On these schools see Giffard, pp. 134–148. Rev. Dr. Lowe, 9304–9595. Rev. R. E. Sanderson, 9596–9694.
[12] Rev. Dr. Howson, 2549–2552.

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Their history is the history of recent improvement in secondary schools.

several educational problems. The history of these schools is in a great degree the history of recent struggles for the improvement of secondary schools. The system of the grammar schools 40 years ago was very different from what it is now. The exclusive cultivation of classics, and often of the least essential parts of classics, the neglect of mathematics and modern languages and English, the severe system of punishment, the tyranny exercised by bigger boys over the smaller boys, and the bad accommodation, together produced a ferment which eventually issued in the series of experiments which took the shape of proprietary schools. These schools were in many cases simply so many combinations of parents seeking to have their children educated in the way they themselves preferred; and though some have failed from injudicious management, others have survived, profiting by the experience of the former and often tried by severe crises themselves. Commercially the majority have not succeeded; educationally they have very largely succeeded, and with the exception of the perpetual interference in the head master's management, which many of them sanctioned at first, but afterwards modified or abolished, the reforms which they were intended to introduce have to a great degree become recognized as in the main right. Some have, no doubt, themselves been much altered from their original plan. Thus, with respect to the large and important schools of the Liverpool Institute, Mr. Bryce says:—

"Some one in Liverpool remarked to me, 'The Institute was "'meant to be a place of modern education, and it now teaches "'classics to the whole of its upper school; its discipline was to "'be maintained without corporal punishment, and the cane is "'now in regular use; it was to be purely secular, and its late "'and present head-masters are clergymen of the Church of "'England.' These deviations from the original plan, if they "have not caused (some think they have) the success of the "school, have at any rate not obstructed it."[1]

Extent and effect of the commercial principle.

It has probably not been, at any time, the chief object of the promoters of these schools to make them a profitable investment. Some have been distinctly the effect of religious or philanthropic zeal; some have been set up to furnish a suitable education for the children of the promoters as well as of others of a similar social position; and in those which have been managed so far on a commercial principle as to furnish to the shareholders a dividend by way of interest on their capital invested, there has usually been a limit fixed by custom

[1] p. 595.

or byelaw, to the amount of such dividend. Moreover, the shareholders have from time to time individually or collectively made considerable contributions out of the divisible proceeds, or out of their share of the original capital, to the furtherance of the school's interests, or of its pupils' educational advancement. Mr. Brereton advocated[1] the commercial principle itself, and speaking of the Devon County School, said, "I own at first my own impression was strongly against the "commercial principle; but having been put in the position of "the chairman of directors, I have been bound to think strongly "of the interests of the shareholders, and my opinion is now "that regard to the interests of the shareholders has been one "of the most beneficial things to the school, that the present "state of the finances would never otherwise have been attained. "I never should have been able to correct the tendency to "abuses in the board and service, if I had not been very anxious "to show those who had put money in the school, wishing to "see a return for it, that honestly the prices charged to parents "would give them that return. One or two farmers in the "neighbourhood have said to me, 'Mr. Brereton, we should be "'quite ready to take shares; not at all wishing for a high "'interest, but for a low interest, if we found that the money "'was reasonably safe, that the money was not sunk, but that "'it was there for our children.'" On the other hand, Dr. Barry,[2] in speaking on the subject, mentioned that at Cheltenham College there is a check upon the transfer of nominations, intended to prevent shares being largely held as a mere investment, without the investor having any directly educational interest in the school. On this ground no person is allowed at Cheltenham College to hold more than five shares, and the letting of shares is strongly discouraged. Control exercised by mere shareholders, and control exercised by shareholders who have also children or friends' children in the school, are obviously likely to be very different in their effects. Economy satisfies the former, excellence of instruction and of discipline is sought by the latter, though they may not always be wise enough to exercise their control aright. Mr. Giffard[3] says of proprietary schools for the sons of tradesmen: "The ruling principle of "schools of this type is economy. In one case the proprietors "could not withstand the temptation of declaring a dividend "out of the surplus income. The permanent staff is often "insufficiently paid, and a great jealousy is evinced towards the

[1] Evid. Q. 10,175. [2] Evid. Q. 5442. [3] p. 154.

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"introduction of new books or any apparatus which is expensive. Periodical struggles take place, too, between some of "the shareholders and the master for a change in the studies, "the abolition of Latin, for example, and the substitution of "something 'more useful;' but to do the shareholders justice, "the committees are usually well chosen, and have shown a "praiseworthy firmness in keeping the standard of instruction "at as high a level as is compatible with the pressure of the "more parsimonious of the proprietors." Mr. Bryce considers the masters at the Liverpool Institute (and in some degree at the College) as underpaid. A considerable part of the profits of the school are applied to the general support of the whole Institute.[1]

Much of the difficulty really due to the general inadequate appreciation of a thoroughly well managed school.

The difficulty is in truth not one inherent in or peculiar to the proprietary system. It is but the common fact that many classes of persons, to whom good education is not hereditary and habitual, grudge to pay the full cost of it. "Not," says Mr. Stanton, speaking particularly of farmers, "that they do "not think the education given and the comforts received are "fully equivalent to the price charged; but because they can "get all they think sufficient for their sons at a cheaper rate. "Many of them do not yet appreciate airy and well arranged "schoolrooms and dormitories, single beds, abundant washing "apparatus, any more than they do the study of French or "Euclid."[2] Nor do the well-to-do farmers of Norfolk, though they look carefully after the comfort of the board, care for the quality of the education.[3] The result is, that where the cost of good buildings, as well as of good instruction, has to be paid out of the fees of the pupils, either the fee is fixed so high as to be a weight against the school in the competition both with schools which have an endowment, and with private schools, which are content to give inferior accommodation or inferior instruction, or an injurious economy has to be exercised in keeping down the salaries of teachers. The load of debt contracted at first starting in new buildings, with inadequate numbers, has been directly or indirectly the cause of failure in many schools of this class. Private schools sometimes suffer from the same cause, and the fact is only less noticeable in their case, because it is less public, and because it is much rarer in proportion to the whole number of such schools. Better school accommodation than ordinary is usually a prominent feature in any scheme for a proprietary school. And a large number of the proprietary schools have excellent buildings and equipment.

[1] pp. 593, 595. [2] p. 62. [3] Hammond, p. 349.

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Such a school has one great advantage: it starts with a good connexion. The proprietors combine some of the interest in its success which a private schoolmaster has, and much of the interest of parents in the education of their children. Both elements are very valuable in a managing body, and they appear likely to correct each the other's deficiencies. But while the traditional methods of good instruction and discipline were undergoing a severe and almost revolutionary criticism, the interest both of parents and shareholders could not but lead to distrustful supervision of the master and a meddling and injurious activity. There is not now so much reason to apprehend any very serious effect of this kind in the future management of schools. The crust of tradition has been broken; the evils of over interference have been frequently and clearly shown; and the course and methods of education, though not fixed, are based upon more generally recognized principles, and are, at the same time, more pliant to reasonable innovation. The change in the constitution of Cheltenham College a few years ago[1] was an index of the revival of the disposition to put confidence in head masters, and a pledge, at least in schools of that class, against too minute supervision by a committee for the future.

The interest felt by the proprietors is very useful, and not likely to be meddlesome in future.

There is another main point in proprietary schools which requires mention. They are, as remarked above, to a great extent what Mr. Hammond calls "class schools." They set up strongly distinctions of social rank, and are not open to every boy whose parents may be willing to pay the fees and conform to the rules of the school. This exclusiveness is secured by giving the directors a veto either on the transfer of a share or nomination, or on the admission of the boy nominated. At Cheltenham College and some other schools of this class it is understood that the sons of shopkeepers would not be admitted.[2] "At Clifton "College and at Sydney College, Bath," says Mr. Stanton, "the "governing body retain in their hands the power of rejecting "any boy whom they do not consider qualified socially for "the school; and as a fact would not admit the son of any "resident tradesman."[3] At Liverpool College, though the three schools correspond, as a matter of fact, to three divisions of society, and the scholars are kept quite apart from one another,[4] except at the daily prayers at opening the school,

But these schools are often based on distinctions of rank.

[1] Rev. Dr. Barry, Evid. Q. 5475.

[2] There appears indeed to be an express rule to some such effect. See Rev. Dr. Barry, Evid. Q. 5466–5474. Rev. T. Southwood, Q. 5562.

[3] Stanton, p. 62.

[4] The combination of these schools in the same building, while yet a strict separation between the scholars is maintained, gives an unpleasing prominence to the social distinction. Bryce, p. 592. Rev. Dr. Howson, 2559–2565, 2585.

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the distinction rests entirely on the fees; and thus, besides the transference, without any increase of payment, of one boy of ability every half year from a lower school to the school above it, boys are frequently transferred by their parents on paying the higher fee. Any distinction, which rests merely on the fee payable, is not of a really formidable nature, for it corresponds probably to a difference in the length of the school life and the consequent character and expensiveness of the teaching. But when the distinction is made to rest on the position and employment of the parent, not in order to husband charitable funds, but to preserve a caste separation, it essentially disqualifies a school for taking rank as a public institution.

And as long as they do this, they are not fit to be public schools.

This tendency of proprietary schools is the more to be regretted, because they seem to afford one of the most likely means of spontaneously supplying the want of good schools. At Taunton a proprietary school has just been set on foot, in combination with the old poorly endowed "College School," the endowment being used to pay the capitation fees of a small number of boys at the new proprietary school. At Southampton a similar scheme has been advocated by the master (who gave us evidence on this matter) and others. Nor, in the absence of a considerable endowment, do there seem to be any other means so readily available for obtaining thoroughly satisfactory buildings and play ground for first and second grade schools, as raising funds on the proprietary principle. But if the taint of social exclusiveness is to attach to the institution, no amalgamation with a grammar school can or ought to take place, and no separate school could, under these circumstances, fill a place in an adequate organization of the higher education.

Educational character very high.

The educational character of proprietary schools stands very high. Some of them rank with the most famous of the Grammar schools, as places of preparation for the Universities; and the military and civil department of Cheltenham College is equally distinguished in the competition for admissions to Woolwich. To the value of the Liverpool proprietary schools, Mr. Bryce bears emphatic testimony; the County schools, proprietary as well as endowed, gain and deserve the favour of the public almost as rapidly as they are formed; and the schools established for the third grade of scholars are certainly no less useful, perhaps more useful, than any others of the same kind in the country. Mr. Giffard, in whose district the proprietary and private schools have almost a monopoly of education, praises several of these proprietary schools very highly, and especially comments on the superiority to private schools shown by those which are founded for the "sons of small tradesmen, artificers, and upper servants,

Mr. Giffard's account.

"where the ground and buildings have been given by private "benefaction and subscriptions, the working expenses being de- "frayed by a fee of 1*s.* per week or thereabouts." "In no case," he says, "of a private school did I find results anything like "equal to those produced by the schools I have just noticed. "The buildings of the private schools are invariably inferior, the "discipline more lax, and the instruction more fragmentary and "less comprehensive, whilst the absence of all supervision leaves "the boys to the mercy of an indolent or ignorant master. I "will add, moreover, that the boys of one of these schools giving "only an English education, founded by the clergyman of the "parish, are much better trained and better informed when they "leave school than the boys of five-sixths of the private day- "schools, with terms varying from four to six guineas a year, "which have come under my notice. The reason is not far to "seek. The patron of the proprietary school takes none for "masters but those who have proved themselves competent else- "where; the masters of private schools of this class are very "frequently men, who have proved themselves incompetent for "all other occupations, and who take to teaching as a *pisaller*.[1]

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Especially of 3rd grade schools.

Mr. Fearon compares proprietary schools with endowed schools, and after especially praising the Philological School as "one of the best specimens of the middle schools of the "second grade in this district,"[2] says, "These proprietary schools "of the first and second grade are on the whole, with few "exceptions, useful institutions, and might, with a moderate "amount of endowment, be rendered still more efficient. I am "not, of course, in a position to say whether if there were any "funds to be distributed any of these schools would accept an "endowment; but I think that there are several which, if they "would do so on the condition of public examination, would "help greatly towards forming a complete supply of secondary "day schools. Within the 12-mile radius of the London postal "district the condition of these schools is, I think, on the whole, "at least as good as that of the endowed schools of the same "grades. The reforms they require are such as should make "them more available to the general public, and should give the "public more guarantees for their efficiency."[3]

Mr. Fearon's account of 1s and 2nd grad schools.

Of the third grade schools, he says:—"I have been at some "pains to visit as many of these proprietary schools of the third "grade as I could discover, and to obtain returns from them, "and I proceed to state the general conclusions to which I have

Of 3rd grade schools.

[1] Giffard, p. 155. [2] Fearon, p. 347. [3] Ib., p. 349.

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"come concerning them. Compared, as to their general condition, "with the endowed schools of the third grade, these proprietary "schools of the third grade which I have visited have a decided "advantage. Being mostly newly-established schools, their "buildings and premises are much better on the whole than "those of the endowed schools. Some of them, as the Birkbeck "schools, have excellent premises, and are admirably furnished "with apparatus. Most of them are day schools; but at one "Roman Catholic school of this grade, which is a boarding "school, I noticed a simple and inexpensive contrivance for "securing privacy to the boys in their bedrooms, with the strict-"est general surveillance. The teachers in these schools are "also, on the whole, better than those in the endowed schools of "the same grade. Some of them have been trained as teachers "of elementary schools, and consequently have some knowledge "of method, though deficient perhaps in other important quali-"fications. The books, too, and methods used in these schools "are better than in the endowed schools of the third grade, and "so is the teaching. No doubt improvement might be made in "the condition of these proprietary schools of the third grade, "as well as in that of the endowed schools, if some suitable "stimulus could be applied to them, and if certain other ad-"vantages could be offered to them. But their condition is, on "the whole, decidedly better than that of endowed and of pri-"vate schools of the third grade, and some are really excellent "and highly useful establishments."[1]

Mr. Fitch's account.

Mr. Fitch sums up the most important experience furnished by his district in relation to this class of institutions, in two sentences: "All the schools which have been established by "joint-stock companies for the promotion of general education "have proved to be *commercial* failures. The only proprietary "schools which have succeeded are those founded by religious "bodies for the education of their own children, and managed "on a more or less exclusive principle."[2] After illustrating the former sentence, he gives an interesting account of several of the boarding schools belonging to particular religious denominations, and points out particularly that "the curriculum of instruction "in all these schools differs in one important respect from that "of the ordinary grammar school. English grammar and com-"position, geography, history, and physical science receive much "attention; 'fancy classics,' as they are sometimes called, are "discarded ..... Classics and mathematics furnish the ground-

Especially of the denominational schools.

[1] Fearon, p. 351. [2] Fitch, 231.

" work of the mental training, but are turned earlier to account, " as instruments of general culture. Since the upper boys are " frequently destined for the University of London, the matri- " culation examination of that University furnishes the scheme " of instruction." There is a peculiarity in most of these schools in the position of the head master. "He is usually a " graduate, and takes the entire responsibility of the teaching," but is subordinate in the school as well as in the household to a resident " governor or superintendent, who is generally a mi- " nister of mature years, chosen rather for the weight of his moral " influence than for his scholarship." Mr. Fitch found that this arrangement worked " better than might have been expected," but does not himself approve of it, even for schools of this kind. The buildings and other appliances are very good indeed, and are in fact given to the institutions. "The staff of teachers, " though ample and highly efficient, cannot be said to be well " remunerated. But this arises from the fact that they are " denominational schools." Religious zeal, and the prospect of community of feeling, make men accept these posts for lower than the average terms.[1]

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The teaching at Stonyhurst is, Mr. Bryce says, " avowedly " directed to bring every boy up to a certain level rather than " to raise a few to a very high pitch of excellence."[2] *Dr. Smith*, one of the classical examiners of the University of London, spoke in very high terms of the result, and attributed it in a great degree to the influence exercised by preparing for a definite examination, that of the University of London.[3] The results in arithmetic were not so good, according to the evidence of Mr. Besant, one of the mathematical examiners.[4] " The most " peculiar feature in the disciplinary system," says Mr. Bryce, " is the superintendence so unremittingly maintained at all " hours. In the playground two prefects walk up and down in " the midst while games go on. During the preparation of " lessons a prefect sits in a pulpit, looking over the room full of " boys, and enforcing the strictest silence ; and at night, when " the boys have gone to bed, prefects pass at intervals through " the dormitories to see that all is quiet, and that no boy leaves " his own compartment ; only once in the year, at Midsummer, " do boys return to their homes. Of the working of this system " I had no means of judging, except from the demeanour of the

Roman Catholic schools.

[1] Fearon, pp. 241–244.
[2] Bryce, p. 583.
[3] Evid. Q. 971.
[4] Evid. Q. 1343.

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"boys at play, and they appeared to be enjoying themselves, "without any sense of restraint."[1]

Many prepare for the Universities.

The importance of the proprietary schools is also clearly seen from an examination of the Tables at the end of this volume, showing the number of students which different classes of schools send to the Universities. Some of the proprietary schools send to Oxford and Cambridge as many as almost any endowed school, while only seven or eight private schools send as many as one a year on an average. In the list of matriculated students of the University of London the proprietary denominational schools are very fairly represented, and are far the largest contributors. On the other hand, though both endowed and proprietary schools send a considerable number of students to the local examinations, yet the private schools as a body send many more, and many of the individual private schools match the others in the numbers they have sent. In the College of Preceptors' examinations only three endowed schools and one proprietary school appear at all.

Number of scholars.

The total number of scholars (boys) in the proprietary schools named in our List[2] appears to be about 12,000; of these about 4,600 are boarders, and 7,400 day scholars.

§ 4. The Examinations which now directly or indirectly test the work of the Schools.

Much school-work cannot be tested by examination.

There is a great deal of school work which cannot be tested by any but skilled examiners; there is also a great deal which cannot be tested by any examination at all. None but skilled examiners can be trusted to distinguish between the knowledge which is merely got up for the examination, and rapidly fades out of the memory, when the examination is over, and that which has become a permanent part of the learner's mind; or again, between a mere mass of readily producible information, and a power of handling and using that information. No examination whatever can take account of the moral training, which a good school ought to give, of the lessons in self-reliance, in habits of order, in command of temper, in obedience to rules, in strict truth, which are undeniably more valuable than all other lessons. It may well be admitted, that the authorities in charge of the schools will always find it necessary, to be on their guard against allowing the examinations, to override everything else, whether

[1] Bryce, p. 584. See also Rev. G. R. Kingdon, Q. 12,198, and the detailed account of a day's employment given by Rev. T. Williams, Q. 11,167.

[2] See Appendix vi.

in their own minds or in those of their scholars. Examinations, like most other things, are liable to abuse; and if boys at school are induced to view them as the be-all and the end-all of school life, it is probable, that the good which they do in stimulating study, will be very dearly purchased.

Some examinations have a bad effect on a school.

The rector of Lincoln College did not hesitate to speak even of the University examinations, to which both Oxford and Cambridge owe so much, as "a necessary evil,"[1] "an evil which "is yearly increasing in proportion as we perfect the examina- "tion system." The precise point at which examinations become injurious to a school, he defined as being that, at which "the school follows the examination, and not the ex- "amination the school."[2] To the same effect Mr. Bradley spoke of such examinations, as that which is required for the Indian Civil Service or for entrance into Woolwich, as "sitting "like a blight on education,"[3] compelling a master to teach boys not "what is good for them," but what "will pay" in the examination. And Dr. Benson thought that the effect of such examinations was to "strain the boys and make their know- "ledge not permanent."[4]

For instance, those which are quite external to the school.

It must be remembered, however, that both Mr. Bradley and Dr. Benson were not speaking here of such examinations of the scholars, as in all good schools are conducted by the masters, but of examinations which are arranged by some authority, that has no concern with the school at all, and which, consequently, look, not to what the school is teaching, but to what is required for some profession or occupation that is to come afterwards. In other words, Dr. Benson and Mr. Bradley were speaking of those examinations, which, to use the Rector of Lincoln's phrase, do not follow the school, but compel the school to follow them. This distinction is of high importance. Over and above the risk which attends all examinations, the risk, namely, that both teachers and scholars will be induced to think of the examinations and of nothing else, there is a further mischief attending those examinations, which act powerfully on the teaching, and yet are quite external to the school. Such examinations have a tendency to dislocate the school work by rewarding highly what the school values low, and disregarding what the school makes of great importance. If, indeed, a school has to look to any one each examination, the evil is much diminished, for the school may adapt its course to the examination once for all; yet even then there is great danger, that an unsuitable aim will have been

[1] 17,871. [2] 17,870. [3] 4089. [4] 4770.

put before the school, an aim which those, who know the school and its capacities, would not have chosen. But when a school has to prepare boys for several different examinations, an adaptation of the school course to suit them all becomes impossible. One boy, who is reading for the army, has to be taught one set of subjects; another, who is to be a medical student, has to be taught another. It is easy, if the examinations are very stringent, to push this divergence between the different studies required, so far, as to make effective organization of the school, as a place of general education, impossible.

Such objections do not disprove the need of suitable examinations.

The objections, however, that may be made with more or less reason, whether to examinations altogether, or to examinations of particular kinds, cannot overweigh the arguments which prove the need of some regular, responsible, trustworthy test, by which the work of every school may be periodically tried, the teachers may be assisted in finding out the weak points in their system, the scholars may be aided to give that definiteness to their knowledge which a good examination is known to be the best means of giving, and parents may be guided in their estimate of the school as a fit place for the instruction of their children. There is much that an examination cannot test; but that is no reason why it should not be employed to test what it can. An ill-contrived or unsuitable examination may do more harm than good, but that is no reason against examinations carefully adapted to the purpose aimed at. In fact, it may be said that all good schools have examinations of some sort already, and schoolmasters have long learnt to consider it to be one of their duties, to prepare their boys for a proper examination conducted by themselves or by others, and yet at the same time to guard against the abuses, to which all examinations are liable. The want of regular independent examinations is considered by Mr. Fearon[1] to be one of the causes of the badness of the third-grade schools that he visited. The Dean of Chester, for several years the master of the Liverpool College,[2] held that all schools would gain by examination. The Bishop of Bath and Wells[3] considered that a system of examination for all schools would be very advantageous, and suggested, that it should be managed by the Universities. The same suggestion was made by the[4] Dean of Ely. Nor indeed did those whom we examined question the expediency, or even the necessity, of providing the schools with regular and thorough examinations, although several insisted with great emphasis on the mischief,

Evidence of the need of examination.

[1] p. 314. [2] 2807. [3] 7197. [4] 17,203.

that was done by examinations not carefully adapted to the school work.

The examinations, which at present affect the schools, may be conveniently grouped under the following heads:— Examinations at present in use.

1. Those which are wholly external to the schools, and have no reference whatever to what the schools may be teaching.

2. Those which, though external to the schools, yet may be considered as practically well suited to the course of study, which the schools are actually pursuing.

3. Those which aim at directly testing the school work as it stands, and more or less succeed in doing so.

1. The examinations which fall under the first head are those which are now required for entering on the study of medicine and of law, for commissions in the army, for admission into Sandhurst and Woolwich, and for the Civil Service at home and in India. Of these the examinations for Woolwich and for the Indian Civil Service are competitive, the rest are qualifying. 1. Wholly external examinations.

All these examinations are intended, not to test whether the schools are doing their work, but either to ascertain, whether the candidates examined are properly prepared for professions and occupations which they wish to enter, or to select the best for a particular purpose. Very different accounts of their effect are given by the examiners who examine the boys, and by the schoolmasters who prepare them. The examiners speak strongly of the good effect already produced. Mr. Dasent[1] finds a great improvement during the last twelve years, both in the teachers and in the pupils as regards the knowledge of English. Canon Moseley[2] bears witness to the improvement in mathematics. Both of[3] these gentlemen appear to ascribe this effect to the action of the competitive examinations for the Indian Civil Service and for Woolwich. On the other hand, the already-quoted opinions of Dr. Benson and Mr. Bradley may be considered as representing the view taken by the schoolmasters. Different opinions on their effects.

There is here no real contradiction. It is probably quite true that the candidates who present themselves for the Woolwich and Indian examinations are better prepared now than their predecessors were 10 years ago; and yet that better preparation may have been purchased at the cost of injuring rather than benefiting the work of some of the schools in which they were prepared. Not really, though apparently, inconsistent.

The non-competitive examinations are neither praised on the one side nor blamed on the other in the same degree.[4] Dr.

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[1] 13,948. [2] 1827. [3] 1828. [4] 2418.

Gull stated to us, that the previous education of medical students was better now, than it had been before the preliminary examinations for the profession of medicine were instituted. Mr. Moseley stated that there was an improvement in the candidates who were examined for Sandhurst, but added that the examiners[1] "reported the improvement by no means in the posi-" tive terms, in which they reported with respect to the Wool-" wich examinations." The fact is that qualifying examinations not being so severe as competitive, cannot have the same effect whether for good or for evil.

These examinations do not supply what is wanted.

On the whole it may be safely assumed, that such indirect tests as are supplied by these examinations of individual scholars, whether competitive or qualifying, cannot be considered as taking the place of a thorough examination of the schools. If they are easy, their effect is slight; if they are severe, they do mischief as well as good. They have probably done much more good to the bad schools by forcing them to produce substantial results, than harm to the good schools by slightly dislocating their work. But still they cannot be considered to supply the need of a real test of the efficiency of a school. They cannot test more than a small proportion out of the total number of the scholars. Their bearing on the school work is remote. Their variety tends to distract the scholars and still more[2] the teachers. Their chief value will always be, not in acting on the schools which prepare for them, but in protecting the professions, at whose entrance they stand, against the intrusion of incompetent persons. To this it may be added, that these examinations in no case touch schools of the third grade, which appear, quite as much as any, to need the aid of such tests of their work.

2. External, but well suited to the course of study, viz., University examinations.

(2.) The examinations which fall under the second head are the examinations for matriculation and for scholarships and exhibitions at the Universities. Of these the examinations for matriculation are qualifying; the examinations for scholarships and exhibitions are competitive.

These examinations are external to the schools, and contemplate rather the teaching that is to follow, than that which has preceded. But a University is expressly intended to take up school work, and as a general rule, if a school prepares boys for a University, the examination, which guards the entrance into the one, is well suited to give a final test to the work of the other.

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[1] 1866.

[2] Mr. Isbister, 9277–9303.

Success at the Universities has, therefore, always been considered as a fair proof of the goodness of a school.

Only reach a few schools.

The defect of this test is the small number both of schools and of scholars in those schools, that are reached by it. Omitting the nine schools reported on by the Commission of 1861, and Marlborough College, out of all the remaining grammar schools only 23, and out of those private and proprietary schools[1] from which we obtained information only 13 had as many as nine undergraduates at Oxford and Cambridge together in May 1867, which implies that only 23 of the one and only 13 of the other had sent up an average of as many as three a year. A test which only reaches three boys a year cannot be considered as really sufficient to meet the wants of a school. And it appears that at most 36 schools come under the test even to this degree.[2] Moreover, but very few colleges at Cambridge have any matriculation examination at all.

Do not touch the whole school-work.

Nor is this the only defect. The work of the two older Universities, though on a higher level than that of the schools, embraces a narrower range. The examination for matriculation in no case touches the knowledge of modern languages, nor the knowledge of natural science; in many cases does not touch the knowledge of mathematics even of the humblest kind. A certain number of scholarships and exhibitions are given for mathematics, and a smaller number for natural science; but as a general rule the examinations for scholarships and exhibitions, like most of those for matriculation, require a knowledge of classics and of classics only.

Examination of University of London better suited.

The examination for matriculation in the University of London is in this respect much better adapted to be a test of the whole range of school work. It includes, besides the classics, one modern language, English, a certain amount of Euclid and algebra, and a knowledge of the elements of natural science. A considerable number of private and proprietary schools have accordingly adapted their course of study to the requirements of this examination; and their scholars, even without intending to proceed to a degree, endeavour to matriculate, and are encouraged by the school authorities to do so, as a final seal of their studies at school.

But this also only reaches a few schools.

But an examination of the number of schools, that send candidates to be matriculated at the University of London, brings us to the same conclusion as before. It appears from our returns that

[1] Not counting King's College, but counting King's College School.

[2] See Appendix vii., Tables iv., v.

no endowed and only seven proprietary and one private school had as many as nine who matriculated at this University in 1864, 1865, and 1866 together. So that, as far as our information extends, only eight schools can be considered to have passed three candidates a year.[1]

These examinations do not reach third grade schools.

Under any circumstances these University examinations cannot affect any but schools of the first grade and a very few of the second, and a very small proportion of the scholars in these; while schools of the third grade are altogether untouched.

3. Examinations expressly intended to test school work.

3. The examinations at the Universities do not sufficiently test the work of the schools, but neither were they intended to do so. The examinations of which we have next to speak are expressly intended to supply this want of a test, but they also must be pronounced to have attained only a partial success. These are the Local Examinations of Oxford, Cambridge, and Durham, the examinations of the College of Preceptors, and the examinations of each separate school, either by its own masters, or by special examiners called in for the purpose.

Examination of a school by its own masters.

The examination of a school by its own masters is in one sense the best of all. No other examiners can know so well what has been the precise aim of the teaching; no others can judge so well how far that aim has been attained. But such examinations as these must nevertheless be looked on rather as a very valuable part of the instruction, than as a test of its efficiency. The aim itself may be wrong, and, if so, there is nothing to show it to be wrong. There is no standard by which the examiners can judge, how far failure to reach the aim is due to faulty teaching, how far to want of ability in the learners. No guidance is given to parents, by which they can decide, whether or not the school has done its duty.

Examination by special examiners.

Examinations by special examiners, if thoroughly trustworthy, are of much higher value. But it is difficult to find examiners of such independence and skill, as to make their reports on a school which they have examined, thoroughly trustworthy. Mr. Fearon quotes at some length a very plain-spoken and able report by Mr. Lake on a school in the London district; but he quotes it as presenting a marked contrast to what such reports usually are, and as showing by that contrast, how entirely the reports commonly made in such cases fall short of what is required.

[1] It must be noticed that our information extends, as regards the University of London, to only three-fourths of the matriculated students of these three years. See Appendix vii., Table vii.

Examinations by the syndicate of Cambridge.

The syndicate of the local examinations at Cambridge has endeavoured to meet this want by appointing a number of examiners, who are prepared, if requested by the authorities of a school, to examine it thoroughly, and report impartially whatever they may find. This is an admirable scheme, but only [1] 13 schools had availed themselves of the offer when we were examining our witnesses, and the heavy fees required to pay the examiners seem to make it very unlikely that the offer would be largely accepted. The charge is 10*l.* for two days, and 3*l.* a day for every day after, besides all travelling expenses of the examiner; this is far beyond the means of all but a very few schools.

Too expensive; and not likely to be invited by bad schools.

Moreover from the nature of the case since the schools are not compelled to call in these examiners, the good schools, which need the examinations least, are most likely to request it; the bad schools, which need it most, are most likely to avoid it. This difficulty necessarily attends all voluntary examinations,—in proportion to their trustworthiness, they are least likely to be invited by the schools whose faults they would expose.

Examinations of the College of Preceptors.

The examinations of the College of Preceptors appear to be well planned, to be comparatively inexpensive, and to have attained a fair success. They deal indeed with individual scholars, but it is [2] said to be becoming a practice for the masters to send in whole classes, and thus the examination supplies materials for a judgment on the whole school work. Certificates are given of three classes. Candidates for a first class certificate are examined in English subjects, arithmetic, a certain amount of algebra and Euclid, Latin, some modern language, and at least some one other subject at their own choice. Candidates for the second class are allowed to omit either the algebra or the Euclid, and either the Latin or the modern language. Candidates for the third class are allowed to omit both the algebra and the Euclid. The age of the candidates who present themselves for the three classes of certificates is said to be about 15 for the first, 13 for the second, 11 for the third. There are also examinations for commercial certificates, which do not include any language but English. The fee for each candidate is 7*s.* 6*d.* for the pupil of a member; 12*s.* 6*d.* for the pupil of a non-member. The examination is conducted by written papers sent down from London, and worked in the presence of a sub-examiner, who is generally some resident near the school where the examination is held.

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[1] Prof. Liveing, 251. [2] Mr. Robson, 73.

These examinations were commenced in 1853, and up to this year more than 9,000 candidates have received certificates of having passed successfully. At the present time more than 120 schools are in union with the College; that is, have presented pupils for examination within the last two years.

But[1] according to the report of our Assistant Commissioners the College has not the position in social estimation, which is necessary to give it the requisite authority for the purpose of which we are now speaking. Composed as it is almost entirely of teachers, its examinations are liable in some degree to the objections, which we have pointed out above, as attending the examination of a school by its own masters. The parents have no assurance that the faults of a bad school would be censured; nor that the standard, by which the school work is measured, is as high as can fairly be demanded. [2] Mr. Fitch reports that he found much distrust of the college in Yorkshire because schoolmasters appeared to get its titles without examination, and because, at any rate at first, pupils had got their certificates too easily. [3] Mr. Fearon reports a similar impression to be prevalent in London, though he considers the college to be now doing a valuable work. Mr. Bompas makes a similar report from Wales. The college may possibly win a higher position hereafter, and gain the confidence of the public. All that can be said at present is that according to our reports that confidence has not been acquired as yet. And, however good the examinations may be, they cannot be pronounced to satisfy the need.

Local examinations of Oxford and Cambridge.

The Oxford and Cambridge Local Examinations are not deficient in authority; they are purposely planned to meet the wants of the schools. Their programme is very wide, and leaves the teachers a very large latitude in the choice of subjects. They are never suspected of any deficiency in strict impartiality. On the whole they seem to have done all, that could be done by a purely voluntary agency, to supply the schools with a fair test of the efficiency of the teaching. While pointing out several serious faults, our Assistant Commissioners generally report very highly of the good results, which these examinations have already produced. Mr. Stanton[4] speaks of the quickening effect exercised on both teachers and scholars. Mr. Fitch[5] entertains "the strongest sense of their value," and remarks, that all the best and most vigorous schools in his district made use of them, and that the good influence was perceptible, not only in the candidates sent in, but even in the lower classes. [6] Mr. Bompas and

[1] Fearon, p. 316; Bompas, p. 26. [2] p. 329. [3] p. 279.
[4] p. 26. [5] p. 309. [6] p. 26.

[1]Mr. Hammond report their good effects in Wales and in Norfolk. The steadily increasing number, not only of candidates presented for examination, but also of candidates that received certificates, is a strong proof at once of the growing confidence of the public in the value of their attestations to school work, and at the same time of the good effect of thus constantly presenting a definite aim to the minds of teachers and of scholars.

These examinations were instituted in 1858 in hopes that they might do for the schools, what the examinations for the Bachelor of Arts degree do for the Colleges in the two Universities. The general plan of the examinations is the same at Oxford and at Cambridge. Each University annually examines two sets of candidates, juniors and seniors. Oxford requires the juniors, boys under 15½, to pass a preliminary examination in reading, writing, analysis, English composition, arithmetic, geography, and history, and then to choose two of the eight following:— Religious knowledge, Latin, Greek, French, German, mathematics, mechanics, chemistry. They may also be examined in drawing and music. The seniors, boys under 18, have to pass a severer preliminary examination in the same subjects as the juniors, and then to choose two of the five following groups:— (1) Religious knowledge; (2) English literature, law, history, and geography; (3) Latin, Greek, French, and German; (4) mathematics, mechanics, hydrostatics; (5) experimental physics, chemistry, physiology, geology. In each group a knowledge of one subject is sufficient to enable a candidate to pass. Junior candidates on passing receive a certificate; senior candidates receive a certificate and also the title of Associate in Arts. The age fixed by Cambridge for juniors is 16, and not 15½. The preliminary examination is a little easier, and after the preliminary examination the candidates may choose out of ten subjects, that is, besides the eight allowed by Oxford, (1) more advanced English and (2) natural history. The examination for senior candidates is nearly the same as that prescribed by Oxford, except that it is so arranged as to give a somewhat greater variety of choice, and special books are named a year beforehand for the examination in the languages. Books are named in the Oxford programme for the juniors but not for the seniors. Lastly, Cambridge gives no title either to the seniors or to the juniors, but a certificate only.

The examinations are conducted at various places all over the country by printed papers, worked by the candidates in the presence of examiners sent down for that purpose. The appli-

[1] p. 470.

cants, who have requested the examination to be held, are required to provide a room. The Oxford examinations usually last nine days; the Cambridge six. During the examination the candidates, unless they happen to live in the town where the examination is held, have to live in lodgings or with friends.

The number of boys examined and passed by Oxford since the beginning have been,—

	Examined.	Passed.
1858	1,151	430
1859	896	483
1860	864	498
1861	928	599
1862	1,021	585
1863	1,029	644
1864	1,027	700
1865	1,221	770
1866	1,204	772
1867	1,315	915

The numbers of boys examined and passed by Cambridge since the beginning have been,—

	Examined.	Passed.
1858	370	240
1859	474	268
1860	363	256
1861	470	372
1862	551	426
1863	612	475
1864	821	665
1865	1,189	878
1866	1,304	994
1867	numbers not yet published.	

These numbers are of themselves enough to show that the schoolmasters put a high value on the certificates, and find the examinations an aid to them in their work.

Defects.

But several very grave defects are at the same time pointed out, sufficient to prove, that to supply such a need as that of which we are here speaking, important modifications are required in the scheme. The objections against the examinations are reducible to these three heads; they are too expensive; they are too severe; and they deal with the boys as individuals, and not with the schools.

Too expensive.

The fees charged by the University of Oxford are, for juniors, 20*s.*; for seniors, 30*s.* The fee charged by the University of Cambridge is 1*l.* for every candidate whether senior or junior. To this must be added, that the examinations being held

not at the schools, but at centres where the candidates are collected, all but a few have to take a journey, and perhaps to take lodgings for a week or ten days, and this increases the expense considerably. Even in schools of the second grade the cost of the examination is a very heavy drawback, while this consideration alone is probably enough, to exclude schools of the third grade altogether. Mr. Giffard and Mr. Bompas lay stress on this point; and indeed the mere statement of the facts is sufficient to prove, that a cheaper examination is necessary to reach the great mass of the schools.

Too severe.

The severity[1] of the examination is often a subject of complaint, and in a certain sense with justice. The requirements are probably, not much, if at all, too severe for the boys, who are on the point of leaving school; but being adapted to them and to them only, the examinations are unsuited to boys, who have not yet reached the same point. Now in order to judge the work of a school well, a considerable proportion of the scholars, not less perhaps than a third, ought to be submitted to the test. The examination ought to be so arranged, that even those who cannot obtain the final certificate, yet shall have some acknowledgment that their work fairly corresponds to their place in the school. They might be required to do only a part of the programme instead of the whole; the papers might contain easy, as well as difficult, questions, to give such boys an opportunity of showing as much knowledge as they had got; in other ways special provision might be made to meet the wants of the second class from the top or even of the third, and not only, as at present, of a part of the first. The programmes of these examinations contain no such provision, nor indeed has any been demanded. But something of the kind seems needed if these examinations are to supply what is wanted.

Small number of candidates sent in by each school.

But the most serious objection to the efficiency of the local examinations is the third; viz., that they deal not with schools but with individual boys. The returns of the last three years show that senior candidates from 46 endowed schools and 165 other schools, and that junior candidates from 71 endowed schools and 289 other schools obtained certificates from the Oxford examiners in that time. Out of these only three schools appear as obtaining more than 60 certificates of both kinds, that is, more than an average of 20 a year; these are the Manchester Grammar School, which obtained 116 certificates; the Liverpool Institute, which obtained 72; and the Devon County School,

Oxford.

[1] Giffard, p. 170.

which obtained 64. Again, only eight obtained less than 60 but at least 30, that is, between 20 and 10 a year; only eleven obtained less than 30 but at least 18, that is, between ten and six a year.

Cambridge.

The Cambridge examination lists give a similar result. During the last three years senior candidates from 45 endowed schools and 97 other schools, and junior candidates from 74 endowed schools and 259 other schools obtained certificates. Out of these only one, the Devon County School, obtained more than 60 certificates: only 11 obtained less than 60, but at least 30 certificates, that is between 20 and 10 a year: only 22 obtained less than 30, but at least 18, that is between ten and six a year.

The great majority of schools did not obtain as many as three in the three years. It follows, that in the vast majority of cases these examinations are not examinations of the schools at all.

Draw off the master's attention to a few picked boys.

The consequence is a very general complaint, that though their general effect is excellent, they still fall short of being an effective test to distinguish good schools from bad. They tend to direct the attention of the master, not to his school, but to the cleverest of his scholars, and are therefore a temptation to neglect all those, whom he believes it to be impossible to prepare for passing the examinations. It is said that special cramming of selected boys is sometimes practised with success. Mr. Bryce[1] and Mr. Giffard[2] report, that for this reason success in these examinations is not a safe guide to enable the parents to distinguish good schools from bad. Mr. Green,[3] although he does not allow that forcing the clever boys need of necessity be mischievous to the rest, yet reports, that he constantly found the classes under the head master of a grammar school reading a book, which was plainly too hard for the majority, because it was prescribed for the next local examination, for which only one or two were going in. Mr. Bompas[4] and Mr. Fitch[5] call attention to the same ill consequences. The evidence on this point is too general to leave any doubt that the complaint is founded in fact.

This objection would disappear, if whole classes were sent in.

The whole of this last evil would probably disappear, and perhaps the other objections would admit of easy removal, if schools sent in a large proportion of their scholars, instead of only a few selected boys. The temptation to sacrifice the many to the few would then be removed. Schools would stand or fall, not by the success of picked scholars, but by the state of a fair proportion of the whole. The master, who could pass a

[1] p. 775. [2] p. 170. [3] p. 176. [4] p. 26. [5] p. 308.

considerable number, would prove his efficiency by an undeniable test. This was the original purpose of the whole scheme, and to this purpose it has been actually put by such schools as the Manchester Grammar School, the Mansion House School,[1] Exeter, and others.

Moreover the large number sent in would make it possible to increase the number of centres, or even to hold an examination in each separate school, and thus very greatly to diminish the expense, which now falls on the candidates. The expense might be still further diminished by treating the examination, as a recognized part in the school work, to be covered, like all other parts, by the school fees. If, for instance, the examination of the school covered a third of it, there would be no objection to adding the charge to the regular fees of the whole, just as the whole body of scholars pays the head master, though, as a rule, he only teaches in person the more advanced classes.

This would also render it possible to diminish the expense.

Further, if whole classes were of necessity sent in, it would become much easier to endeavour to ascertain beforehand what each school was teaching, and in some degree to make the examination, as the rector of Lincoln says, follow the schools, instead of making the schools follow the examination. The delegacy at Oxford and the syndicate at Cambridge have done all that could be done on the present plan, to give the schools the utmost freedom in the choice of subjects of instruction, but there are still some complaints, that the schools are fettered, and that the programme, wide as it is,[2] is not wide enough to suit everybody. Nor, as long as each school sends in only a small number of scholars, can this be obviated.

And to adapt the examination to the work of each school.

To the other complaints that have been made against these nominations should be added one that is not much pressed, and yet is not without weight, and that is, that two examinations in one year are more than is good for the schools. Repeated attempts have been made to bring about a co-operation of the Universities, either so as to divide the country between them, or to hold their examinations in alternate years. But the examinations are still quite independent of each other. This probably adds to the expense, and it is not so satisfactory to the schools.

Need of concert between the Universities.

On the whole it is clear, that the local examinations, as now used, fail to reach a large majority of the schools; fail to test

These examinations do not fully supply

[1] Mr. Stanton states that this school for the first seven years passed a larger number of candidates than any other school in England, p. 66.

[2] Bryce, p. 772.

the need, but might be made to do so.

the whole school work of all, except a very small number, of the schools which they do reach; fail to distinguish with certainty between good schools and bad. Yet they have done much good; with some important modifications and with a power to examine, not scholars, but whole classes, they might supply what the schools appear to need.

CHAPTER III.

ON THE REVENUES AND LOCAL DISTRIBUTION OF THE ENDOWMENTS FOR SECONDARY EDUCATION.

Nature of our statistical inquiries.

We have endeavoured to obtain accurate information concerning the income which the grammar schools in England and Wales derive from their endowments.

We have also made detailed inquiries into the application of endowments exceeding 500*l.* a year hitherto devoted to primary education.

We have also made inquiries, in a less detailed form, into the application of endowments of smaller amount for primary schools.

We have caused the answers to our inquiries to be carefully examined, registered, and systematically digested. The information so arranged will be published in 11 separate volumes, one for each Registrar-General's division, in order that the inhabitants of each locality may have easy access to a detailed statement of the facts in which they are respectively interested.

Some of the results of our inquiries have been collected in a tabular form in the appendices at the end of this volume.

Order of present Chapter.

We propose in this chapter shortly to describe the revenues and general condition of the endowments for secondary education in the following order:—

A. 1. The metropolis.
2. The 14 next largest towns, whose population rises to nearly, or upwards of, 100,000 inhabitants each.

B. 1–5. The agricultural counties of England, arranged according to the Registrar-General's divisions.

C. 1–3. The manufacturing counties, similarly arranged.

D. 1–2. The mountainous and mining divisions, viz., the Northern Division and Wales with Monmouthshire.

We shall add (E.) a brief review of the condition, as regards these endowments, of the towns in England whose population lies between 20,000 and 100,000 each, and we shall finally (F.) contrast the resources which the endowments thus appear to supply with the amount required to meet the needs of the country.

We have appended to each division tables exhibiting the most important facts.[1]

[1] These tables are compiled from three sources: (1) Census of 1861; (2) Appendix V.; (3) Appendix VII., tables IV., V. The schools printed in italics in the columns headed "Non-classical" and "Third Grade" are those which are described in Appendix V. as "Elementary."

In giving this account of the endowments we do not intend, (except as regards the eight wealthy foundations to be treated of in our fifth chapter), to lay down any rules, by which particular foundations should be treated.

Undesirable to anticipate acts of local authorities.

We are about to recommend that, with a view to obtain the best suggestions as to particular schools, the Legislature should call in the aid of local authority and local knowledge. We therefore think it undesirable, by a premature expression of opinion on details, in any degree to interfere with the discretion of any future body which may approach the subject with advantages, after the public discussion of our proposals, which we cannot possess.

At the same time we have reason to believe, that even among persons generally well acquainted with public education, there is great want of information as regards the capability of schools in different places for being rendered useful parts of a general system. We think therefore that it may serve to strengthen our recommendation of general principles of improvement, if we indicate in each district some of the schools which at present have the largest means at command, and some of the present results in contrast with what might be attained under a better system of management.

A. 1. *The Metropolis.*

London division.

The London division comprises the cities of London and Westminster, and parts of the counties of Middlesex, Kent, and Surrey within the metropolitan district as defined by the Registrar General.

The population was computed in the census of 1861 at 2,803,989.

24 grammar schools.

The total number of endowed grammar schools, included in the metropolitan division, (exclusive of the four schools reported on by the Nine Schools' Commissioners of 1861,) is 24. To these may be added the foundation of St. Lawrence Jewry, which consists only of exhibitions.

Among these 24 schools are three double foundations (upper and lower schools), viz., Christ's Hospital, Dulwich, and St. Olave's, on which separate reports will be found in our fifth Chapter. Christ's Hospital consists of a large boarding school in London, and another at Hertford. Our recommendations will contemplate the retention of the London boarding school for reasons which we shall give at length in the above-mentioned separate report. The revenues of this part of Christ's Hospital will therefore be omitted here.

The net annual income applied to the purposes of education in the remaining 23, or, reckoning Dulwich and St. Olave's each as two, 25, schools is returned as amounting to 13,189*l.* To this must be added the income of the Hertford branch of Christ's Hospital, which, as will be seen in our fifth chapter, we recommend to be assigned to London, and employed in the erection and maintenance of day schools for the education of girls. This income amounts to 11,000*l.* a year. Further, three foundations possess exhibitions, not included in the above, amounting to 1,085*l.* a year.

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Total income.

In the case of one foundation at least (Dulwich), the prospective increase in the revenue is so great that no safe estimate can now be formed of its future income.

Of these 25 schools, seven are classical, with 1,417 scholars; nine are semi-classical, with 1,159 scholars; four are non-classical, with 577 scholars; two are elementary, with 88 scholars; one is in abeyance, and the other two are united with other primary schools.

The schools are all included in the district on which Mr. Fearon reported.

Of those which are in the first grade he says that they are "on the whole decidedly useful institutions." Of those which are in the second grade he says that he does not find "among them any gross case of neglect or abuse," but that their "usefulness might be largely developed and increased."[1] And of the schools of the first and second grade collectively (after a high tribute of praise to the City of London School) he says, "there is very great room for improvement in almost all of "them," and this especially with reference to the "training of "the teachers" and the "choice of subjects for instruction."[2]

1st and 2nd grade useful institutions.

Of the endowed schools of the third grade his report is more unfavourable. Almost all "are badly placed, inadequate in "buildings and accommodation, and, worst of all, unsatisfac- "torily taught and conducted." They "need stringent reform." The causes of these evils are stated to be "inefficient teachers, managers "who take little concern about the schools," and the "absence of regular and independent examination."

3rd grade very bad.

What, however, we have chiefly to call attention to in this district is the numerical deficiency of public schools, especially for scholars of the third grade. Mr. Fearon has pointed out the fact that "a large portion of the middle class is as "strongly prejudiced in favour of boarding schools as another

Public day schools deficient in number.

[1] Fearon, p. 289. [2] Ibid.

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"portion appears to be in favour of day schools,"[1] and that there "are good reasons for such preference," depending on the occupation, early education, and tastes of the parents. He quotes opinions to show that such parents,[2] however good public day schools might become, would often still prefer private boarding schools. Moreover, for those in easy circumstances who are willing to use day schools, the precise locality of a day school is a secondary consideration. Owing to the facility offered by the railway system, which is largely used for the purpose of attending day schools, Mr. Fearon lays down the principle that "for the middle-class Londoner of the first "two grades every school in London is a day school."[3]

But many prefer private boarding schools.

The great want is public day schools of 3rd grade.

But for some in the second grade and most in the third grade the case is quite different.[4] "The education of the lower middle "class is the great deficiency, the main educational want of "London." For them the locality of the day school is not a matter of more or less convenience, "it is a vital question." It is essential for them that they should have schools "within "walking distance." From our Tables it will be seen that there is a total population of 1,726,989 without any endowment for secondary education at all; in fact, more than half the population of the division.

The requirements of the upper sections of the middle class are to a certain extent met by the numerous proprietary and private schools situate in and around the metropolis.

This cannot be met by private schools.

But, as we have already explained, the wants of those who desire education of the third grade are rarely well supplied by the unsystematic action of private adventure schools, which in proportion to their goodness tend to rise above the means of this class. There will always be some who, for various reasons, will prefer private schools; but it is impossible to believe that 26 schools with fewer than 3,000 scholars should satisfy the wants of those who would prefer public schools in a population of nearly 3,000,000. Several of these public schools are doing good work. By careful organization the remainder may be made to do much more than they do now. But there will still remain a large deficiency in the supply.

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[1] Fearon, p. 359. [2] Ibid., p. 360. [3] Ibid., p. 247. [4] Ibid., p. 304.

LONDON DIVISION.

Districts having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
WEST DISTRICTS.															
					£	£									
Kensington (part) Hammersmith - *Godolphin Sch.* -	24,519	140	40	6	425	- -	- - -	Hammersmith.	- - -	Hammersmith.	- - -	- - -	Hammersmith.		
Westminster - (1) *Palmer's Sch.*	68,213	23	- -	2 -	170	- -	- - -	- - -	Palmer's -	- - -	- - -	*Palmer's* -	- - -	- - -	*Palmer's.*
(2) *Hill's School*		35	- -	- -	125	- -	- - -	- - -	Hill's -	- - -	- - -	Hill's -	- - -	- - -	Hill's.
St. Martin's in the Fields. *Archbishop Tenison's School.*	22,689	98	- -	- -	88	- -	- - -	- - -	Tenison's	- - -	Tenison's	- - -	- - -	Tenison's.	

N.B.—In addition to the Schools above mentioned there is "Westminster School," (net Income and Exhibitions about £2,762,) which was reported on by the Nine Schools Commission.

DISTRICTS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Kensington (remainder).	161,431	347,967.
Chelsea -	63,439	
St. George, Hanover Square.	87,771	
St. James, Westminster.	35,326	

NORTH DISTRICTS.

Hackney - *Orchard Street School.*	83,295	141	- -	- -	115	- -	- - -	- - -	Hackney	- - -	- - -	Hackney	- - -	- - -	Hackney.

DISTRICTS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Marylebone -	161,680	534,915.
Hampstead -	19,106	
Pancras - -	198,788	
Islington - -	155,341	

LONDON DIVISION—*continued.*

Districts having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
CENTRAL DISTRICTS.															
Strand:	42,976				£	£									
St. Clement Danes Sch.		110	- -	- -	443	- -	- - -	St. Clement Danes.	- - -	- - -	St. Clement Danes.	- - -	- - -	St. Clement Danes.	
Clerkenwell:	65,681														
Lady Owen's Sch. (Islington.)		120	- -	- -	656	- -	LadyOwen's	- - -	- - -	- - -	- - -	L. Owen's	- - -	- - -	L. Owen's.
West London:	27,145														
Bolt Court, Fleet St., Stationers Sch.		150	- -	- -	384	- -	- - -	Stationers	- - -	- - -	Stationers	- - -	- - -	Stationers.	
Neale's Sch. Fetter Lane.		28	- -	- -	147	- -	- - -	- - -	Neale's Sch.	- - -	Neale's	- - -	- - -	- - -	Neale's.
London, City:	45,555														
College Hill, Mercers Sch.		70	- -	3	1,000	- -	Mercers	- - -	- - -	Mercers	- - -	- - -	Mercers.		
Christ Church, Newgate Street, Christ's Hospital.															
(1) *London.*	- -	- -	775	18	42,000	- -	C. Hospital	- - -	- - -	C. Hospital	- - -	- - -	- - -	- - -	C. Hospital.
(2) *Hertford.*	- -	- -	449	- -						- - -	C. Hospital	- - -	- - -	- - -	C. Hospital.
St. Lawrence, Jewry.	- -	*Exhibitions only, to other Schools.*			- -	327	- - -	St. L. Jewry.							
City of London Sch.	- -	641	- -	12	900	719	C. of Londn.	- - -	- - -	C. of Londn.	- - -	- - -	- - -	C. of Londn.	
Tower Hill, Brewers Sch.	- -	60	- -	- -	414	- -	- - -	Brewers	- - -	- - -	Brewers	- - -	- - -	Brewers.	

N.B.—In addition to the Schools above-mentioned, there are three others, viz. St. Paul's, (Net Income and Exhibitions about £7,631.) Merchant Taylors', (Net Income, &c. about £5,330,) and Charterhouse, (Net Income, &c., about £8,000,) which were reported on by the Nine Schools Commission.

DISTRICTS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

St. Giles - -	54,076	196,698.
Holborn - -	44,862	
St. Luke - -	57,073	
East London -	40,687	

LONDON DIVISION—*continued.*

Districts having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
EAST DISTRICTS.															
Whitechapel	78,970				£	£									
Foundation Commercial Sch.		230			504			Whitechpl.			Whitechpl.			Whitechpl.	
Stepney	56,572														
St. Dunstan's, Coopers' Sch.		200			900			Stepney			Stepney (Cprs'. S.)			Stepney. (Cprs. S.)	
Poplar	79,196														
Stratford-le-Bow, Sir J. Jolle's Sch.		65			27				*Bow*			*Bow*			*Bow.*
DISTRICTS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS															
Shoreditch	129,364														
Bethnal Green	105,101														
St. George-in-the-East.	48,891	356,420.													
Mile End Old Town	73,064														
SOUTH DISTRICTS.															
St. Saviour Southwrk	36,170														
St. Saviours Sch.		100		2	305			St. Saviours		St. Saviours				St. Saviours	
St. Olave, Southwark	19,056														
(1.) *Upper Sch.*		190			2,413		St. Olave				St. Olave				St. Olave.
(2.) *Lower Sch.*		281					St. Olave					St. Olave			St. Olave.
Lambeth	162,044														
Grammar Sch.	*Income paid to Nat. S.*				27				Lambeth.						
Camberwell	71,488														
Grammar Sch.	*In abeyance.*				220			Camberwll.							
Dulwich Col.:															
(1.) *Upper Sch.*		118	25	2	1,460		Dulwich			Dulwich				Dulwich.	
(2.) *Lower Sch.*		82	11		1,574		Dulwich				Dulwich			Dulwich.	
Greenwich	127,670														
New Cross Royal Naval Sch.			203	2	615	39	New Cross (R. N. S).			New Cross (R. N. S).			New Cross. (R. N. S).		
Deptford. Dr. Breton's Sch.		*United to Benevolent Inst.*			8				Deptford.						
Lewisham	45,757														
Colfe's Sch.		58	13	1	209			Lewisham		Lewisham			Lewisham.		
DISTRICTS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.															
Bermondsey	58,355														
St. George, Southwark.	55,510	200,989													
Newington	82,220														
Wandsworth	70,402														
Rotherhithe	24,502														

THE FOURTEEN LARGEST TOWNS.

A. 2. *Towns of about* 100,000 *Population or upwards.*

Under this head we include eight manufacturing towns, and six maritime towns.

Three large manufacturing towns are distinguished by the great wealth of their grammar schools:—Birmingham (income, including exhibitions, 9,656*l.*), Manchester (income, &c., 3,075*l.*), Leeds (income, &c., 1,471*l.*)

Birmingham, Manchester, Leeds.

On the two first we have made special reports, which will be found in our fifth chapter. The principles of those reports will apply with but slight modification to the case of Leeds, and also to some other well-endowed grammar schools in towns of considerable size.

Leeds, 1,471*l.* a year, benefits only 237 boys.

The income of Leeds Grammar School is 1,421*l.*, besides 50*l.* exhibitions. In the classical department are 187 boys, in the commercial only 50. The average contribution from the endowment (exclusive of the value of buildings) towards the expense of the education of these boys is over 6*l.* per head; the number directly benefited in this manner is but a fraction over one per thousand of the population, instead of ten per thousand, according to our lowest estimate of the number of scholars needing secondary education.

Wolverhampton, Bradford, Sheffield, Stoke.

Of the other five large manufacturing towns in the Northern and Midland Districts, two have considerable endowments:—Wolverhampton (income 880*l.*), Bradford (income 500*l.*), Sheffield has a small income, 120*l.*, Oldham has 30*l.*, Stoke-upon-Trent has none. At Wolverhampton there is a classical school, with 157 scholars, but only of the second grade by age. At Bradford, with premises "good," and "capable of accommodating at "least 120 scholars," there are but 58 scholars, of whom 14 profess to learn Latin, 7 Greek, 5 mathematics, none modern subjects.[1] At Sheffield the grammar school under active management has become a "high class commercial school," with over 100 scholars; the classical element is all but absent.

Six maritime towns.

Of the six commercial or maritime towns, one has considerable grammar school endowments, Bristol, 922*l.*; Newcastle-on-Tyne has only 105*l.*; but a new scheme just coming into operation will raise the endowment to 545*l.*, 440*l.* being added out of the charity called the Hospital of St. Mary the Virgin. At Bristol there are 225 scholars, at Newcastle 230 scholars. In both schools Greek and Latin are taught, but at Newcastle the Greek is very elementary; mathematics and modern languages are taught to the majority, but no physical science.[2] The Bristol school is under Municipal Charity Trustees, the Newcastle school

[1] See Fitch, p. 110.

[2] Science is taught in the Bristol Trade School, but that is a proprietary school.

THE FOURTEEN LARGEST TOWNS.

under the Corporation directly. Portsmouth has an endowment of 277*l.* rendered all but utterly useless by a bad site and by the gratuitous admission of a few free scholars who do not value the education. Plymouth, including Devonport and Stonehouse, has no grammar school buildings, the only endowment being an annuity of 20*l.* paid by the Corporation to a private schoolmaster. Kingston-on-Hull has school buildings but only a small endowment, educating 55 boys of whom three only learn Latin.

Liverpool is remarkable alike for its entire absence of ancient endowments for secondary education and for the efforts of its inhabitants to provide such education, at least in the higher and middle grades.[1]

RESULT IN THESE TOWNS.

If we take these towns as a whole, (omitting Birmingham and Liverpool, which are exceptional,)[2] the net result may be thus stated: in [3] four large towns, with considerable endowments (two of them very rich), having an united population approaching a million, there are fewer than 900 boys obtaining any secondary education in public schools. In four [4] other towns with about half a million population there are fewer than 500 boys in such schools. In [5] four other towns, with not far from half a million population, there are, with the exception of 20 boys at Portsmouth and 39 at Oldham, no scholars in endowed grammar schools. In these 12 towns at least there is no endowed school specially provided for boys in the third grade, so that scholars in the lower middle class can generally obtain no education in endowed schools, except accidentally, and as a part of a system not suited to their wants.[6] In no one of the towns can it be said that the endowments are more than can wisely be used for the purposes of the place to which they belong.

At eight classical schools besides Birmingham there are 1,129 boys, of whom 705 are described as learning Greek; only 111 as learning any natural science, of whom 74 are at Sheffield, 36 at Leeds. At Sheffield the natural science is described by our Assistant Commissioner in these words:—"Many of the boys are "reading from a book of elementary science with evident interest "and in a systematic manner." At Leeds there is a laboratory, and the instruction is of a much more thorough character. Greek is taught to half the scholars; science to only 10 per cent.

[1] See chapter ii., page 163; and Bryce, pp. 732–749.

[2] Birmingham, because its revenues are unusually large, and are chargeable under Act of Parliament with elementary education; Liverpool, because its schools of a public or semi-public character are very large, and the college is now practically an endowed school.

[3] Manchester, Leeds, Wolverhampton, Bristol.

[4] Sheffield, Bradford, Newcastle-on-Tyne, Kingston-on-Hull.

[5] Stoke-on-Trent, Portsmouth, Plymouth, Oldham.

[6] The wealthy charity schools of Bristol belong to another branch of the subject. See chap. ii. p., 214.

Towns of about 100,000 Population or upwards.

Very large Towns having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
II. *South-eastern.*					£	£									
Portsmouth	94,799	20	- -	- -	277	- -	- - -	Portsmth.	- - -	Portsmth.	- - -	- - -	- - -	- - -	Portsmth.
V. *South-western.*															
Plymouth, 62,599 Devonport and Stonehouse 64,783	127,382	*Paid to Private School*			20*	- -	- - -	- - -	Plymouth.						
VI. *West Midland.*															
Bristol - -	154,093														
(1) *Gram. Sch.* - -		225	- -	7	705	200	Bristol - -	- - -	- - -	Bristol -	- - -	- - -	Bristol.		
(2) *St. Mary Redcliffe.* - -		*In abeyance*			17	- -	- - -	- - -	Bristol.						
Wolverhampton† -	147,670	157	- -	3	880	- -	Wlvrhmtn.	- - -	- - -	Wlvrhmtn.	- - -	- - -	- - -	Wlvrhmtn.	
Birmingham -	296,076														
(1) *Class. Sch.* - -		216	19	16						Birmnghm.	- - -	- - -	Birmnghm.		
(2) *Eng. Sch.* - -		215	4	- -						- - -	Birmnghm.	- - -	- - -	Birmnghm.	
(3) *Lower Sch.* - -		60	- -	- -						- - -	Birmnghm.	- - -	- - -	- - -	Birmnghm.
(4) *Bath Row* - -		131	- -	- -	9,506	150	Birmnghm.	- - -	- - -	- - -	- - -	Birmnghm.	- - -	- - -	Birmnghm.
(5) *Edward St.* - -		125	- -	- -						- - -	Birmnghm.	- - -	- - -	- - -	Birmnghm.
(6) *Gem St.* - -		124	- -	- -						- - -	- - -	Birmnghm.	- - -	- - -	Birmnghm.
(7) *Meriden St.* - -		137	- -	- -						- - -	- - -	Birmnghm.	- - -	Birmnghm.	
VIII. *Nth.-westn.*															
Manchstr.357,979‡ Salford, 102,449	460,428	252	- -	36	2,480	595	Manchestr.	- - -	- - -	Manchestr.					
Oldham‡ - -	94,344	39	- -	- -	30	- -	- - -	- - -	Oldham -	- - -	- - -	Oldham -	- - -	Oldham.	
IX. *York, W.R.*															
Bradford - -	106,218	58	- -	1	500	- -§	Bradford -	- - -	- - -	Bradford -	- - -	- - -	- - -	Bradford.	
Leeds - -	207,165														
(1) *Gram. Sch.* - -		173	14	15	1,421	50‖	Leeds - -	- - -	- - -	Leeds -	- - -	- - -	Leeds.		
(2) *Comm. Sch.* - -		50	- -	- -						- - -	Leeds -	- - -	- - -	Leeds.	
Sheffield - -	185,172	103	- -	- -	129	- -	- - -	- - -	Sheffield -	- - -	Sheffield -	- - -	- - -	Sheffield.	
East Riding															
Kingston-on-Hull	97,661	55	- -	- -	35	50	- - -	- - -	Hull -	- - -	- - -	Hull -	- - -	Hull.	
X. *Northern.*															
Newcastle-on-Tyne	109,108	230	- -	- -	105	- -	- - -	- - -	Newcastle	Newcastle	- - -	- - -	- - -	Newcastle.	

Very Large Towns not having Endowments for Grammar or other Secondary Schools.

VI. *West Midland.* Stoke-on-Trent¶ -	101,207	544,207
VIII. *Nth.-westn.* Liverpool - -	443,000	

* The School is at Plymouth.
† The Population is that of the Parliamentary Borough, including Bilston, Sedgley, Wednesfield, and Willenhall.
‡ The Population is that of the Parliamentary Boroughs.
§ Competes for Lady Hastings' Exhibitions.
‖ Competes for Milner Scholarships.
¶ The Population is that of the Parliamentary Borough, including Hanley.

THE TEN REGISTRAR-GENERAL'S DIVISIONS OUTSIDE OF THE METROPOLIS.

For the purpose of the following description it will be convenient to divide England into three parts, according to the prevailing occupations of the inhabitants, which greatly affect their educational demands and habits.

England divided by the coal-field.

It has been[1] observed that "a line drawn from the mouth of "the Tees to the mouth of the Exe in Devon, passing through "York, Nottingham, Leicester, Northampton, and Wilton, "divides the agricultural part of England from the mining and "manufacturing. The only considerable manufacturing places "to the east of that line being London and Norwich—the "only exclusively agricultural county to the west of it, "Herefordshire."

It will be convenient to treat first of the South Eastern, South Midland, Eastern, South Western, and North Midland divisions, which include the chief agricultural counties; secondly, of the West Midland, North Western, and Yorkshire divisions, which include the chief manufacturing counties; thirdly, of the Northern and Welsh divisions, which include the principal mountainous and mining districts.

B. *The Agricultural Counties.*

B. 1. *South-eastern Division.*

SOUTH-EASTERN DIVISION.

Population of the Division.—This, the second of the Registrar-General's divisions, has one character in common with the third and fourth. It is much affected in its educational state by its proximity to the metropolis. This tells in two ways—residents in London are desirous to use the schools within 40 or 50 miles as boarding schools; on the other hand, residents in the counties nearest London are not averse to sending their sons to metropolitan or suburban schools.

Three divisions affected by metropolis.

Frequent intercourse with London markets has also a sensible effect on the social standard of the farmers in the divisions adjacent to the metropolis, which, except in so far as two of them are maritime, are exclusively agricultural.

South-eastern division has 72 towns.

The South-eastern division contains the extra-Metropolitan portions of the two counties of Kent and Surrey, and the three counties Sussex, Hampshire, and Berkshire. The division includes 1,813,611 inhabitants, of whom 781,674 live in 72 towns.

Of the 72 towns, 35, containing a population of more than 343,000, have no grammar school endowments.

[1] Atlas published by the National Society for the Education of the Poor.

SOUTH-EASTERN DIVISION.

Besides Winchester College, 58 places with endowments. Net value, 13,247*l.*

There are in the division 36 towns and 22 places not reckoned as towns, making 58 places in all, with school endowments for secondary education. This does not include Winchester College, which was reported on by the Nine Schools' Commissioners.

Value and distribution of the Endowments.—The total net value of these endowments[1] is returned as 13,247*l.*, besides 2,554*l.* in the form of exhibitions. On one school, that of Tonbridge, a special report will be found in our fifth chapter. Another, that for the Clergy Orphans at Canterbury, is of a special nature.

In the sum of 2,554*l.* assigned to exhibitions we have included 774*l.*, the amount of exhibitions attached to Wellington College, and chiefly tenable there.

There are in this division five other recently founded schools intended for boarders, who are received in a common hostel. The endowment in each case consists of little beyond the site and buildings, but these are very good, large, and handsome. Three of them were founded by Mr. Woodard as branches of St. Nicolas' College, viz., Lancing, Hurstpierpoint, and Shoreham. The school now at Shoreham is shortly to be moved to Ardingly, and has been already referred to as a solitary instance of a boarding school founded expressly for the lower middle class. The Surrey County School at Cranley, which has got 150 boarders within two years of its first opening, is another instance of well-directed recent efforts in improvement of second-grade education; Bradfield in Berkshire, founded by the munificence of the Rev. Thomas Stevens, is the fifth, and like Lancing, is a classical first-grade school.

Besides these 6 modern foundations, there are 19, classical schools, with 1,128 scholars, 9 semi-classical with 418 scholars, 14 non-classical with 799 scholars, and three elementary. The total number of scholars in all the schools, excluding the elementary, is 3,643. The income of five is paid over to National schools, and eight are closed or in abeyance. Of the 20 classical schools, only 8 are able to carry on the classical education of the scholars so far as to place them in the first grade.

Among the towns which have endowments there are seven[2] with a population exceeding 20,000 each. Of these seven, Portsmouth has been already spoken of. Canterbury and Maidstone deserve remark as among the few places where the teaching of natural science is at all recognized in the school course. At no one of these six towns does it appear that the endowment is excessive for the size of the place.

[1] Exclnding Portsmouth.

[2] Canterbury, Maidstone, Croydon, Hastings, Portsmouth, Southampton, Reading.

SOUTH-EASTERN DIVISION.

There are several schools in the division which might do much for secondary education,; but the numerical results are not proportionate to the means. In the eight classical schools of the first grade, omitting the four modern schools,[1] the total number of boys learning Greek is about 340. But of these boys more than 250 are in two schools, Tonbridge and Guildford, leaving, therefore, fewer than 100 to be divided among the rest of the schools professedly classical. Nor does mathematical study stand better.

340 scholars learn Greek.

Among the non-classical schools three seem to call for special notice. Petersfield, with an income of nearly 800*l.* a year, has but 14 foundationers and nine private pupils of the master. At Chichester there is a school (Whitby's school) with a net income of 1,450*l.* a year, and with only 46 scholars. It is evident that, however well managed these schools may be on their present basis, their beneficial effect on the education of the middle classes in the two counties might be great, and is small. The greater part of this money is spent in boarding and clothing a few scholars.

Petersfield.

Chichester, Whitby's school.

Williamson's school at Rochester, with a net income of 548*l.* a year, was, like several others at the commencement of the eighteenth century, founded to give instruction in mathematics and other subjects "relating to sea service." It no longer performs this function, and indiscriminate gratuitous education prevents it from rendering any other really valuable service.

Rochester (Williamson's).

Instruction.

It has been already stated that there are in this division, besides the 6 modern foundations already referred to, 20 schools professedly classical, and 9 semi-classical. It is worth while to inquire how many of these schools actually do teach Greek or Latin to a moderate number of pupils. It can hardly be unreasonable to expect that a school kept up on an expensive scale for the teaching of classics should attract at least 10 pupils to Greek. Where that subject is not taught to this number, at least it may fairly be expected that the teaching of mathematics should take its place. The question is, whether it is worth while to keep up a number of small classical schools, when a smaller number of schools, if well filled, would ensure the better teaching of Greek, and the reduction would set free considerable funds for the better education of the commercial and agricultural classes, now repelled from the grammar schools.

Latin is more generally learned than Greek, so that we may fairly take 25 scholars learning Latin as a minimum test of a demand for a school laying great stress on that language.

[1] Wellington, Lancing, Hurstpierpoint, Bradfield.

It might have been expected that in schools where Greek is not generally learned, there would be as many students in mathematics as in Latin. A very slight inspection of the returns shows, on the contrary, that the number of schools in which 25 scholars learn any mathematics beyond arithmetic is very small.[1]

In the South-eastern Division the facts stand thus, the modern foundations being included, except Wellington College:—

Counties.	Total Number of Schools.[2]	Number of Schools in which there are respectively:—					
		10 Scholars learning Greek.	25 Scholars learning Latin.	10 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Kent (part of)	16	7	9	11	5	6	6
Surrey (part of)	7	2	4	3	1	2	2
Sussex	13	2	4	3	2	3	2
Southampton	12	2	3	1	1	1	1
Berks	7	2	3	3	1	1	2
Total for the Division	55	15	23	21	10	13	13

[1] On the causes of the neglect of mathematics and the remedy we have spoken in chap. i. p. 30.

[2] Besides eight in abeyance, Winchester and Wellington Colleges, and Portsmouth.

County of KENT (*Extra-Metropolitan*).

Place having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* now given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
Places called Cities and Towns in Census.															
Maidstone	23,058	46	8	2	61	90	- - -	- - -	Maidstone	Maidstone	- - -	- - -	Maidstone.		
Canterbury	21,324														
(1) *Cath. Sch.*	"	39	52	10	729	350	Canterbury	- - -	- - -	Canterbury	- - -	- - -	Canterbury.		
(2) *Clergy Orphan*	"	0	85	8	1,350	120	Canterbury	- - -	- - -	Canterbury	- - -	- - -	- - -	Canterbury.	
Rochester	16,862														
(1) *Cath. Sch.*	"	41	34	5	723	252	Rochester	- - -	- - -	Rochester	- - -	- - -	Rochester.		
(2) *Math. Sch.*	"	66	0	- -	548	- -	Rochester	- - -	- - -	- - -	Rochester	- - -	- - -	- - -	Rochester.
Tonbridge	5,919	50	122	19	2,643	113	Tonbridge	- - -	- - -	Tonbridge	- - -	- - -	Tonbridge.		
Faversham	5,858														
(1) *Gram. Sch.*	"	14	- - -	- - -	317	120	- - -	Faversham	- - -	Faversham	- - -	- - -	- - -	Faversham.	
(2) *Commer. Sch.*	"	96	- - -	- - -	165	- -	- - -	- - -	Faversham	- - -	Faversham	- - -	- - -	- - -	Faversham.
Ashford	5,522	28	13	3	30	- -	- - -	- - -	Ashford	Ashford	- - -	- - -	- - -	Ashford.	
Dartford	5,314	*In abeyance*	- -	- -	7	- -	- - -	- - -	Dartford.						
Tenterden	3,762	*Paid to Ch. Schs.*	- -	- -	79	- -	- - -	- - -	Tenterden.						
Sandwich	2,944	*In abeyance*	- -	- -	30	- -	- - -	- - -	Sandwich.						
Places not called Towns in Census.															
Sevenoaks	4,695	57	- -	3	260	140	- - -	Sevenoaks	- - -	Sevenoaks	- - -	- - -	- - -	Sevenoaks.	
Cranbrook	4,128	19	43	1	156	- -	- - -	- - -	Cranbrook	Cranbrook	- - -	- - -	Cranbrook.		
Goudhurst	2,778	*In abeyance*	- -	- -	35	- -	- - -	- - -	Goudhurst.						
Malling, East	1,974	70	- -	- -	94	- -	- - -	- - -	Malling, E.	- - -	- - -	Malling, E.	- - -	Malling, E.	
Wye	1,594	*In abeyance*	- -	- -	16	- -	- - -	- - -	Wye.						
Biddenden	1,412	*Paid to Nat. S.*	- -	- -	20	- -	- - -	- - -	Biddenden.						
Sutton Valence	1,056	7	34	1	39	220	- - -	Sut. Val.	- - -	Sut. Val.	- - -	- - -	Sut. Val.		
Leybourne	289	70	- -	- -	94	- -	- - -	- - -	Leybourne	- - -	- - -	Leybourne	- - -	- - -	Leybourne.
Towns without Endowments for Grammar or other Secondary Schools.															
Chatham	36,177														
Dover	25,325														
Gravesend	18,782														
Tonbridge Wells	13,807														
Sheerness	12,015														
Ramsgate	11,865														
Margate	8,874	152,798.													
Folkestone	8,507														
Deal	7,531														
Whitstable	4,183														
Hythe	3,001														
Milton	2,731														

COUNTY OF **SURREY** (*Extra-Metropolitan*).

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							50*l.* and upwards.	20*l.* and upwards.	Under 20*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Croydon	20,325	*In abeyance*			500		Croydon.								
Reigate	9,975	28	8		170	30		Reigate		Reigate				Reigate.	
Kingston-on-Thames.	9,790	42	6		90				Kingston	Kingston				Kingston.	
Guildford:															
(1) *Gram. Sch.*	8,020	33	78	6	73	42			Guildford	Guildford			Guildford.		
(2) *Abbots Sch.*		79			190				Guildford			Guildford			Guildford.
Farnham	3,926	35	15		22				Farnham		Farnham				Farnham.
PLACES NOT CALLED TOWNS IN CENSUS.															
Blechingley	1,691	38	29		21				Blechingley			Blechingley			Blechingley.
Cranley	1,393	3	150								Cranley			Cranley.	

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Richmond	7,423	21,605.
Epsom	4,890	
Dorking	4,061	
Chertsey	2,910	
Godalming	2,321	

County of SUSSEX.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Hastings	22,910*														
(1.) *Saunder's Sch.*	"	72			91				Hastings			Hastings			Hastings.
(2.) *Parker's Sch.*	"	70			206			Hastings				Hastings			Hastings.
Lewes	9,716*	13	10		99				Lewes	Lewes				Lewes.	
Chichester	8,059														
Prebendal Sch.	"	14			75†				Chichestr	Chichestr				Chichestr.	
Whitby's Sch.	"		46		1,450		Chichestr					Chichestr			Chichestr.
Horsham	6,747	80			360			Horsham				Horsham			Horsham.
Midhurst	6,405*	*In abeyance*			33				Midhurst.						
Rye	4,288	60			100				Rye			Rye			Rye.
Shoreham, Old and New.	3,633	5	274		‡						Shoreham			Shorehm.	
Cuckfield	3,539	*Paid to Nat. S.*			28				Cuckfield.						
PLACES NOT CALLED TOWNS IN CENSUS.															
East Grinstead	4,266	40			41				E. Grinstd			E.Grinstd			E.Grinstd.
Hurstpierpoint	2,556	7	334	6	‡					Hurst.			Hurst.		
Steyning	1,620	29	18		77				Steyning		Steyning			Steyning.	
Lancing	950		126	14	‡					Lancing			Lancing.		

† Income of Prebend of Highleigh, besides fines on leases.

‡ Endowment consists of buildings only.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Brighton	87,317*	108,614
Worthing	5,805	
Eastbourne	5,795	
Bognor	2,523	
Arundel	2,498	
Littlehampton	2,350	
Petworth	2,326	

* The population is that of the Parliamentary Boroughs.

County of SOUTHAMPTON.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Portsmouth	94,799	20	-	-	277	-	-	Portsmouth	Southmptn	Portsmouth Southmptn	-	-	-	Southmptn.	Prtsmouth.
Southampton	46,960	83	16	1	178	-	-	-	-	-	-	-	-	-	-
[Winchester†	14,776	Included in Nine Schools' Commission.]													
Newport, (Isle of Wight).	7,934	26	-	-	116	-	-	-	Newport	-	Newport	-	-	-	Newport.
Petersfield	5,635	21	2	-	778	-	Petersfield	-	-	-	-	Petersfield	-	-	Petersfield.
Andover	5,221	16	-	-	20	-	-	-	Andover	-	Andover	-	-	-	Andover.
Basingstoke	4,654	13	13	1	60	-	-	-	Basingstoke	Basingstoke	-	-	-	Basingstke.	
Alton	3,286	24	12	-	69	-	-	-	Alton	-	Alton	-	-	Alton.	
Lymington	2,621	*Paid to Nat. Schools.*			17	-	-	-	Lymington.						
PLACES NOT CALLED TOWNS IN CENSUS.															
Ringwood	3,751	*Paid to Nat. S.*		-	33	-	-	-	Ringwood.						
Bishop's Waltham	2,267	12	-	-	50	-	-	-	Waltham	-	-	Waltham	-	-	Waltham.
New Alresford	1,546	32	22	-	75	-	-	-	Alresford	-	-	Alresford	-	Alresford.	
Godshill, (Isle of Wight).	1,215	50	-	-	36	-	-	-	Godshill	-	-	*Godshill*	-	-	*Godshill.*
Holybourn	643	56	-	-	145	-	-	-	Holybourn	-	-	Holybourn	-	-	Holybourn.

† The net Income and Exhibitions of Winchester School are about 17,000*l.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Christ Church	9,368	41,243
Ryde (Isle of Wight)	9,269	
Gosport	7,789	
Cowes, West (Isle of Wight).	5,482	
Farnham	4,911	
Ventnor (Isle of Wight).	3,268	
Romsey	2,116	

County of BERKS.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Reading	25,045	*School closed.*			50	*23			Reading.						
Newbury	6,161	27	8		164				Newbury		Newbury			Newbury.	
Abingdon	5,680	50	18	4	270	250	Abingdon			Abingdon			Abingdon.		
Wantage	3,064	12	9		80				Wantage	Wantage				Wantage.	
Wallingford	2,869	*In abeyance.*			26				Wallngfrd.						
Hungerford	2,031	15	31		20				Hungrfrd		Hungrfrd			Hungrfrd.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Bradfield	1,167		109	24		30			Bradfield	Bradfield			Bradfield.		
Pangbourne	753	69			25				Pangbrne			*Pangbrne*			*Pangbrne.*
Childrey	504	22			13				Childrey			*Childrey*			*Childrey.*
†Wellington College			270	16		774	Wellington.			Wellington			Wellington.		

* Tenable at the School. There will also be two Scholarships at Oxford, of about 100*l.* per annum each, on the extinction of certain Fellowships at St. John's College.
‡ Wellington College, near Wokingham, furnished information to the Nine Schools' Commission.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Windsor	9,520	18,762
Maidenhead	3,895	
Faringdon	2,943	
Wokingham	2,404	

SOUTH MIDLAND DIVISION.

B. 2. *South Midland Division.*

The South Midland Division contains the extra-metropolitan part of Middlesex, and seven other counties, Hertfordshire, Buckinghamshire, Oxfordshire, Northamptonshire, Huntingdonshire, Bedfordshire, and Cambridgeshire. It has three towns above 20,000 population, 15 towns from 20,000 to 5,000, and 37 towns below 5,000, in all 55 towns. The urban population is 331,250, the remaining rural population is 959,895, making a total for town and country of 1,291,145.

55 towns.

Part of division quasi metropolitan.

The division is marked by special features. It contains a part of the county of Middlesex, which is closely allied with the metropolis, containing the suburban villages, if such they can be called, of Highgate, Tottenham, Enfield, Edmonton, and Hampton. The first, Highgate, has a well endowed and well filled classical boarding school of the first grade; the other four places have non-classical day schools, two of which have considerable endowments; and in none of them is, so far as our returns inform us, any subject peculiar to secondary education taught, and all four were, when our Assistant Commissioners visited them, conspicuous for their unsatisfactory state.

65 places with endowments.

There are 24 towns, having a total population of 103,572, with no endowments for secondary education. The number of places in the division having grammar school endowments is 65, not including Eton and Harrow, namely, 30 towns, and 35 places not counted as towns.

Worth 17,647*l.*

Value and Distribution of the Endowments.—The total net annual value of these endowments appears to be 17,647*l.*, besides 1,104*l.* in the form of exhibitions. With the exception of Oxford, Cambridge, and Northampton there are no towns in the division with a population of 20,000 or upwards. At Northampton the school is in abeyance. The endowment is 304*l.* a year.

Bedford school has three departments, and three other schools Aylesbury, Henley, and Wellingborough, have two departments each, which we shall count as separate schools.

There are 18 classical schools, with 1,263 scholars; 19 semi-classical, with 831 scholars; 19 non-classical, with 1,282 scholars; and 12 elementary; the income of one is paid over to a national school, and three are in abeyance.

18 classical schools; 13 first grade.

The sum of 11,013*l.* belongs to the 18 schools which profess to be classical. But of these only 13 are in the first grade, and they have 1,043 scholars. The total number of scholars of all grades in all the schools, excluding the elementary, is 3,376.

Bedford exclusively local.

The immense revenues of Sir W. Harpur's Charity at Bedford will form the subject of a special Report in our fifth chapter

SOUTH MIDLAND DIVISION.

We look to the revenues of that foundation as properly applicable to purposes far beyond the local interests to which they are now exclusively devoted.

Two others largely endowed.

There are two other schools in this division where large endowments are at present producing quite inadequate results.

Berkhampstead

Berkhampstead has a good income of 1,246*l.* The perpetual litigation to which it has been subject will be noticed in the next chapter. In the same small town is another school (Bourne's[1]), which has over 10,000*l.* consols, to which reference has been made in the preceding chapter. It should be noticed that there is in the said place a national school with an endowment of 3,500*l.* consols, and a British school.

Aldenham.

Aldenham had, until two or three years ago, a gross income of 2,800*l.* derived principally from estates in London. On the use to which this fine endowment has been hitherto put we have spoken in the preceding chapter.[2] In consequence of recent sales of land and reversions upon leases to railway companies, the school has become possessed of about 86,000*l.* consols, and the rental is diminished by not more than 800*l.* a year. The gross income for the future will therefore be 4,600*l.* a year, and the best application of an endowment so largely increased is a question of great importance.

Peterborough. Ely.

Two classical schools, attached to the cathedrals of Peterboro' and Ely, with an income of 400*l.* each, have between them 98 scholars, only 25 being boarders.

Oundle.

Oundle, with an income of 420*l.* and exhibitions 154*l.*, has 121 scholars; it is a remarkable case, because the school includes all three social grades, and yet is able to carry on education into the first grade of age. The proportion of boys learning mathematics in this school is much above the average.

Thame.

The case of Thame, with a net income of 300*l.* per annum, two masters, and one pupil, has been already referred to.[3]

Huntingdon, though a small town, is one of local importance. Its grammar school, with a small income, but a comfortable boarding-house, an ample detached school-room, a good cricket field, and three masters, two of whom are graduates of Cambridge and clergymen, has only 10 boarders and six day boys, whose knowledge of any but elementary subjects appeared to our Assistant-Commissioner to be worthless.

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[1] This school being intended for primary education is not included in our list.

[2] Above, pp. 258, 259.

[3] Above, pp. 225, 262.

SOUTH MIDLAND DIVISION

Counties.	Total Number of Schools.	Number of Schools in which there are respectively.					
		10 Scholars learning Greek.	25 Scholars learning Latin.	10 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Middlesex (part of)	5	1	1	1	1	1	1
Herts	13	3	5	4	3	3	3
Bucks	6	1	1	2	—	—	—
Oxford	14	3	3	6	3	2	2
Northampton	18	2	5	5	1	1	2
Huntingdon	4	—	—	1	—	—	—
Bedford	4	1	2	2	1	2	2
Cambridge	5	3	2	4	2	1	1
Total Number of Schools in Division under each head.	69	14	19	25	10	11	11

* Besides three in abeyance, and Eton and Harrow.

COUNTY OF MIDDLESEX.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES NOT CALLED TOWNS IN CENSUS.					£	£									
Tottenham	13,240	88	-	-	128	-	-	-	Tottenham	-	-	Tottenham	-	-	Tottenham.
Enfield	12,424	77	-	-	209	-	-	Enfield	-	-	-	Enfield	-	Enfield.	
Edmonton	10,930	67	-	-	450	-	-	Edmonton	-	-	-	Edmonton	-	-	Edmonton.
Hampton	5,355	223	-	-	475	-	-	Hampton	-	-	-	Hampton	-	-	Hampton.
Highgate	4,200	100	52	21	391	-	-	Highgate	-	Highgate	-	-	Highgate.	-	

N.B.—Besides the schools above mentioned there is Harrow, Net Income and Exhibitions about 1,350*l.*, which was reported on by the Nine Schools' Commission.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Brentford	9,521	21,030
Hounslow	5,760	
Uxbridge	3,815	
Staines	2,584	

COUNTY OF HERTFORD.

Places called Cities and Towns in Census.															
St. Albans	7,675	23	10	-	120	-	-	-	St. Albans	St. Albans	-	-	St. Albans.		
Hertford	6,709	30	-	-	30	-	-	-	Hertford	Hertford	-	-	-	Hertford.	
Hitchin	6,330	23	9	-	101	-	-	-	Hitchin	-	Hitchin	-	-	Hitchin.	
Ware	5,002														
(1) *Grammar Sch.*	„	10	-	-	50	-	-	-	Ware	-	-	Ware	-	Ware.	
(2) *Wareside Sch.*	„	7	8	-	5	-	-	-	Wareside	-	Wareside	-	-	-	Wareside.
Bishop Stortford	4,673	21	49	2	10	-	-	-	Stortford	Stortford	-	-	Stortford.		
Berkhampstead	3,631	36	13	-	1,246	-	Berkhmstd.	-	-	Berkhmstd.	-	-	Berkhmstd.		
PLACES NOT CALLED TOWNS IN CENSUS.															
Chipping Barnet	2,989	10	-	-	27	-	-	-	Barnet	-	-	Barnet	-	-	Barnet.
Stevenage	2,352	18	5	-	48	-	-	-	Stevenage	-	Stevenage	-	-	-	Stevenage.
Aldenham	1,769	-	73	9	3,600	-	Aldenham	-	-	Aldenham	-	-	Aldenham.		
Caddington, Markyate Str. School.	1,851	*Not stated*			22	-	-	-	Caddington	-	-	*Caddington*	-	-	*Caddington*
Buntingford	998	8	-	-	39	-	-	-	Buntingfrd.	-	-	Buntingfrd.	-	-	Buntingfrd.
Stanstead Abbots	980	*Not stated*			20	-	-	-	Stanstead	-	-	*Stanstead*	-	-	*Stanstead.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Watford	4,385	10,489
Tring	3,130	
Hemel Hempstead	2,974	

County of BUCKINGHAM.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Aylesbury	6,168														
Grammar Sch.	"	28			254			Aylesbury		Aylesbury				Aylesbury.	
Lower Sch.	"	100			135				Aylesbury			Aylesbury			Aylesbury.
Wycombe, High	4,221	37	2		227			H. Wycmb.			H. Wycmb.			H. Wycmb.	
Buckingham	3,849	26	2		9				Buckngham.		Buckngham.			Buckingham.	
[Eton *	2,840	Included in Nine Schools' Commission.]													
PLACES NOT CALLED TOWNS IN CENSUS.															
Amersham	3,550	17	5		155				Amersham	Amersham				Amersham.	
Beachampton	272	*Not stated*			70				Beachmptn			*Beachmptn*			*Beachmptn.*

* The Net Income and Exhibitions of Eton College are about 17,600*l.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.		
Marlow, Great	5,831	19,403
Newport Pagnell	3,676	
Slough	3,425	
Olney	2,258	
Chesham	2,206	
Stoney Stratford	2,005	

County of OXFORD.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Oxford	27,560														
(1) *Cath. Sch.*		29		1	60				Oxford	Oxford			Oxford.		
(2) *Mag. Col. Sch.*		28	63	12	216			Oxford		Oxford			Oxford.		
Witney	3,458	17	12		55				Witney		Witney			Witney.	
Henley-on-Thames	3,419	25	50	2	47				Henley	Henley				Henley.	
		54			216			Henley				Henley		Henley.	
Chipping Norton	3,137	64			17				Ch.Norton			*Ch.Norton*			*Ch.Norton.*
Thame	2,917	6			300			Thame			Thame				Thame.
PLACES NOT CALLED TOWNS IN CENSUS.															
Charlbury	3,074	30	16		40	8			Charlbury			Charlbury			Charlbury.
Bampton	2,863	14	11		36				Bampton		Bampton				Bampton.
Cropredy	2,340	55			35				Cropredy			*Cropredy*			*Cropredy.*
Watlington	1,938	42			15				Watlingtn.			*Watlingtn.*			*Watlingtn.*
Burford	1,649	*In abeyance*			132				Burford.						
Woodstock	1,201	15			65				Woodstock		Woodstock			Woodstock.	
Dorchester	1,097	45			10				Dorchester			*Dorchester*			*Dorchester.*
Steeple Aston	736	88			29	7			Stpl. Aston			*Stpl.Aston*			*Stpl.Aston.*
	684	*In abeyance.*													

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.		
Banbury	4,059	6,857
Bicester	2,798	

COUNTY OF NORTHAMPTON.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Northampton	32,813	*In abeyance.*			304	- -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -	- - -
Peterborough	11,735	44	14	3	490	60	- - -	Northmptn. Peterboro'	- - -	Peterboro'	- - -	- - -	Peterboro'	- - -	- - -
Wellingborough	6,067	29	7	- -	129	- -	- - -	- - -	Wellingbro'	- - -	Wellingbro'	- - -	- - -	Wellingbro'	- - -
		98	- -	- -	172	- -	- - -	- - -	Wellingbro'	- - -	- - -	Wellingbro'	- - -	- - -	Wellingbro'
Kettering	5,498	48	4	1	84	- -	- - -	- - -	Kettering	Kettering	- - -	- - -	- - -	Kettering.	- - -
Daventry	4,124	18	- -	- -	60	- -	- - -	- - -	Daventry	- - -	Daventry	- - -	- - -	Daventry.	- - -
Oundle	2,450	41	80	2	*420	154	Oundle	- - -	- - -	Oundle	- - -	- - -	Oundle.	- - -	- - -
Towcester	2,417	22	- -	- -	62	- -	- - -	- - -	Towcester	- - -	- - -	Towcester	- - -	- - -	Towcester.
Brackley	2,239	25	8	- -	100	- -	- - -	- - -	Brackley	- - -	Brackley	- - -	- - -	- - -	Brackley.
PLACES NOT CALLED TOWNS IN CENSUS.															
Burton Latimer	1,158	63	- -	- -	55	- -	- - -	- - -	Burton	- - -	- - -	Burton	- - -	- - -	Burton.
Higham Ferrers	1,152	40	- -	- -	10	- -	- - -	- - -	Higham	- - -	- - -	Higham	- - -	Higham	- - -
Guilsborough	996	20	8	- -	80	- -	- - -	- - -	Guilsboro'	- - -	Guilsboro'	- - -	Guilsboro'.	- - -	- - -
Clipston	877	45	- -	- -	110	- -	- - -	- - -	Clipston	- - -	- - -	Clipston	- - -	- - -	Clipston.
Blakesley	777	33	- -	- -	50	- -	- - -	- - -	Blakesley	- - -	- - -	Blakesley	- - -	- - -	Blakesley.
Harrowden, Little	679	65	- -	- -	32	- -	- - -	- - -	Harrowdn	- - -	- - -	*Harrowdn*	- - -	- - -	*Harrowdn.*
Aynhoe	595	8	- -	- -	20	8	- - -	- - -	Aynhoe	- - -	Aynhoe	- - -	- - -	- - -	Aynhoe.
Abthorpe	541	50	- -	- -	8	- -	- - -	- - -	Abthorpe	- - -	- - -	*Abthorpe*	- - -	- - -	*Abthorpe.*
Fotheringhay	246	*Paid to Vil. S.*		- -	19	- -	- - -	- - -	Pothnghay.						
Courteenhall	162	35	- -	- -	100	- -	- - -	- - -	Courtnhall.	- - -	Courtnhall.	- - -	- - -	- - -	Courtnhall.

* Amount spent by Grocers' Company beside repairs.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

None.

COUNTY OF HUNTINGDON.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Huntingdon	3,816	6	10	1	100	17	- - -	- - -	Hntgdon.	- - -	Huntngdon	- - -	- - -	Huntngdon	- - -
Godmanchester	2,438	57	- -	- -	24	- -	- - -	- - -	Godmnchtr	- - -	- - -	*Godmnchtr*	- - -	- - -	*Godmnchtr*
Ramsey	2,354	70	4	- -	150	- -	- - -	- - -	Ramsey	- - -	Ramsey	- - -	- - -	- - -	Ramsey.
PLACES NOT CALLED TOWNS IN CENSUS.															
Kimbolton	1,661	19	5	- -	160	- -	- - -	- - -	Kimbolton	- - -	Kimbolton	- - -	- - -	Kimbolton.	- - -

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

St. Ives	3,321	6,411
St. Neots	3,090	

COUNTY OF BEDFORD.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Bedford - -															
(1) *Gram. Sch.* -	13,413	154	40	8	2,898	640	Bedford -	- - -	- - -	Bedford -	- - -	- - -	Bedford.		
(2) *Comml. Sch.* -		320	- -	- -	1,282	- -	Bedford -	- - -	- - -	- - -	Bedford -	- - -	- - -	Bedford.	
(3) *Prepa. Sch.* -		237	- -	- -	492	- -	- - -	Bedford -	- - -	- - -	- - -	Bedford -	- - -	- - -	Bedford.
PLACES NOT CALLED TOWNS IN CENSUS.															
Houghton Conquest.	784	56	- -	- -	16	- -	- - -	- - -	Houghton	- - -	- - -	*Houghton*	- - -	- - -	*Houghton.*
TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.															
Luton - -	15,329														
Dunstable -	4,470														
Leighton Buzzard	4,330	30,167													
Biggleswade -	4,027														
Ampthill - -	2,011														

COUNTY OF CAMBRIDGE.

PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Cambridge -	26,361	105	- -	3	*563	- -	Cambridge	- - -	- - -	Cambridge	- - -	- - -	Cambridge.		
Wisbech - -	9,276	30	11	2	119	210	- - -	Wisbech -	- - -	Wisbech -	- - -	- - -	- - -	Wisbech.	
Ely - - -	7,428	29	11	3	400	- -	- - -	Ely - -	- - -	Ely - -	- - -	- - -	Ely.		
March - -	3,600	25	4	1	57	- -	- - -	- - -	March -	- - -	March -	- - -	- - -	March.	
PLACES NOT CALLED TOWNS AND CITIES.															
Cheveley - -	607	61	- -	- -	73	- -	- - -	- - -	Cheveley	- - -	- - -	Cheveley	- - -	- - -	Cheveley.

* Besides a pension of 220*l.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.		
Whittlesea -	4,496	8,565
Newmarket -	4,069	

B. 3. *The Eastern Division.*

EASTERN DIVISION.

The Eastern Division contains three counties, Essex, Suffolk, and Norfolk. It has four towns above 20,000 population, 10 towns from 20,000 to 5,000, and 25 under 5,000, in all 39; with an urban population of 340,156. The remaining rural population of the three counties is 836,563, making in all for town and country 1,176,719. 39 towns.

There are 15 towns, having a total population of 61,044, with no endowments for secondary education. The total number of places in the division having grammar school endowments is 54, viz., 24 towns and 30 other places. 54 places with endowments.

Value and Distribution of the Endowments.—The total net annual value of these endowments is 10,183*l.*, besides 336*l.* in the form of exhibitions. There are 14 classical schools, with 813 scholars; 17 semi-classical, with 1,317 scholars; 18 non-classical, with 744 scholars, and five are elementary. The income of six is paid to parish schools, and two are in abeyance. The total number of scholars, not counting those in elementary schools, is returned as 2,874. 10,183*l.* per annum.

Of the four large towns whose population exceeds 20,000, Norwich and Ipswich have considerable endowments, Yarmouth moderate, Colchester poor. At Norwich there are three schools, one of each grade, containing altogether 334 scholars. The Grammar School gives the highest education in the county of Norfolk; "the Commercial School, for the extent of its usefulness " and the soundness of its practical teaching, is second to none" in Mr. Hammond's district. The third, "Norman's School, is an " exceptional institution. Under the terms of its founder's will " its advantages are enjoyed by a limited number of families. 64 " boys receive gratuitously a good National school education, " and the 30 foundationers and their parents are entitled to " certain money payments." This school, though almost a private trust, and endowed with a net income of 621*l.*, until lately received a Government grant.[1] At Ipswich there is a very flourishing school of the first grade, with but a small endowment. There is also a wealthy foundation (Christ's Hospital) for non-classical education, but the income is expended chiefly on the maintenance of 20 boys. Norwich, Ipswich.

Of the endowments in the rest of the division the four largest are at Felsted, a rural place, income 1,111*l.*, at Bury, and at Brentwood, 574*l.*, and at Chelmsford, 417*l.* At Felsted, under a recent scheme of the Court of Chancery, a "hostel" has been erected, in which 150 boys are to be received as boarders. The Felsted, Brentwood.

[1] Hammond, p. 446, and Special Report.

EASTERN DIVISION.

system appears to be very successful. Bury has a grammar school of some importance, with a net income of 644*l.*, including exhibitions; and a very useful commercial school, whose income is 320*l.*, derived from a large trust for general town purposes, called the Guildhall Feoffment. Brentwood, though a classical boarding-school, does not retain its scholars long enough to put it in the first grade. Chelmsford has increased in numbers since the date of our return. (It has now 60 day scholars and 15 boarders.)

The rich foundation of Sir R. Hitcham (2,000*l.* a year gross) supports three schools at Coggeshall, Debenham, and Framlingham, of which the upper department at Framlingham alone gives any secondary education. Less than 500*l.* a year is spent on the schools, but the amount will gradually be increased. Framlingham is also the site of the County School, erected for 300 scholars as a memorial of Prince Albert, which was at once filled. Mr. Hammond says, "Everything has been devised and "executed in such a way as to satisfy the most exacting advocate "of modern theories on the subject of school improvement. The "education is sound, and at the same time suited to the wishes of "intelligent parents and the future occupations of their sons."[1] The fee is fixed at a price intended to make the school self-supporting, the buildings having been given.

The rest of the endowments in the division are of moderate amount. In a few cases the schools may be considered as fairly conducive, in a limited sense, to the secondary education of their respective neighbourhoods; in some other cases they are small boarding schools, useful chiefly to the inhabitants of the metropolis and of other places.

Four schools, average income 250*l.*; average scholars, 20.

Two semi-classical and two non-classical schools,[2] with incomes exceeding 200*l.* each, averaging over 250*l.*, have only 82 scholars among them, of whom a considerable proportion appear to belong to the class of free scholars who do not value the education.

Counties.	Number of Schools.*	Number of Schools in which there are respectively: 10 Scholars learning Greek.	25 Scholars learning Latin.	10 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Essex	15	5	6	6	3	4	4
Suffolk	25	4	8	8	3	4	3
Norfolk	19	3	6	5	2	4	5
Total Number of Schools in Division under each head.	59	12	20	19	8	12	12

* Besides two in abeyance.

[1] Hammond, p. 376.

[2] Thetford, North Walsham, Chigwell, Earl's Colne.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibition* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Colchester	23,800	36	17	1	106	-	-	-	Colchester	Colchester	-	-	-	Colchester.	
Halstead	5,707	23	14	-	100	-	-	-	Halstead	Halstead	-	-	-	-	Halstead.
Chelmsford	5,513	42	5	-	417	*	-	Chelmsford	-	Chelmsford	-	-	Chelmsford.		
Saffron Walden	5,474	15	1	-	99	-	-	-	Saf. Wald.	-	Saf. Wald.	-	-	-	Saf. Wald.
Maldon	4,783	-	10	-	52	*	-	-	Maldon	-	Maldon	-	-	Maldon.	
Braintree	4,305	*In abeyance.*			20	-	-	-	Braintree.						
Coggeshall	3,166	36	-	-	130	-	-	-	Coggeshall	-	-	Coggeshall	-	Coggeshall.	
Brentwood	2,811	44	46	2	574	*	Brentwood	-	-	Brentwood	-	-	-	Brentwood.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Walthamstow	7,137	16	-	-	30	-	-	-	Withmstw.	-	-	Withmstw.	-	-	Withmstw.
Chigwell	2,676	21 Not stated.	-	-	325	-	-	Chigwell	-		Chigwell	-	-	-	Chigwell.
											-	*Chigwell*	-	-	*Chigwell.*
Gray's Thurrock	2,209	110	-	-	140	-	-	-	Gray'sThur.	-	Gray'sThur.	-	-	-	Gray'sThur.
Felsted	1,804	1	94	4	1,111	-	Felsted	-	-	Felsted	-	-	Felsted		
Dedham	1,734	20	48	1	325	76	-	Dedham	-	Dedham	-	-	Dedham.		
Earl's Colne	1,540	25	-	-	205	-	-	Earl's Colne	-	-	-	Earl's Colne	-	-	Earl'sColne.
Bardfield, Great	1,065	*In abeyance.*			10	-	-	-	Bardfield.						
Newport	886	44	5	-	255	-	-	Newport	-	-	Newport	-	-	Newport.	
Elmdon	731	*Paid to Nat. School.*			22	-	-	-	Elmdon.						

* Share in an Exhibition of 6*l.* per annum. † Is also partly Elementary.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Stratford	15,994	33,374
Barking	5,076	
Harwich	5,070	
Romford	4,361	
Waltham Abbey	2,873	

County of **SUFFOLK.**

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							50*l.* and upwards.	20*l.* and upwards.	Under 20*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
Places called Cities and Towns in Census.					£	£									
Ipswich	37,950														
Gram. Sch.	"	58	45	18	109*	147	- - -	Ipswich	- - -	Ipswich	- - -	- - -	Ipswich.		
Christ's Hospital-															
(1) *Board. Sch.*	"	"	20	- -	605	- -	Ipswich	- - -	- - -	- - -	- - -	Ipswich	- - -	Ipswich.	
(2) *Day Sch.*	"	168	"	- -	88	- -	- - -	- - -	Ipswich	- - -	- - -	Ipswich	- - -	- - -	Ipswich.
Bury St. Edmunds	13,348														
(1) *Gram. Sch.*	"	34	26	8	590	54	Bury	- - -	- - -	Bury	- - -	- - -	Bury.		
(2) *Comm. Sch.*	"	124	- -	- -	320	- -	- - -	Bury	- - -	- - -	Bury	- - -	- - -	Bury.	
Lowestoft	10,663														
(1) *Annolt's Sch.*	- -	130	- -	- -	12	- -	- - -	- - -	Lowestoft	- - -	- - -	*Lowestoft*	- - -	- - -	*Lowestoft.*
(2) *Wilde's Sch.*	- -	80	- -	- -	125	- -	- - -	- - -	Lowestoft	- - -	- - -	Lowestoft	- - -	- - -	Lowestoft.
Sudbury	6,879	17	- -	- -	- -	- -	- - -	- - -	- - -	Sudbury	- - -	- - -	- - -	Sud bury.	
Woodbridge	4,513	90	20	- -	390	- -	- - -	Woodbrdge	- - -	- - -	Woodbrdge	- - -	- - -	Woodbrdge	
Beccles	4,256	70	22	1	184	- -	- - -	- - -	Beccles	Beccles	- - -	- - -	- - -	Beccles.	
Bungay	3,805	17	22	- -	43	- -	- - -	- - -	Bungay	Bungay	- - -	- - -	- - -	Bungay.	
Eye	2,430	36	- -	- -	36	- -	- - -	- - -	Eye	- - -	- - -	Eye	- - -	- - -	Eye.
Brandon	2,203	20	5	- -	50	- -	- - -	- - -	Brandon	- - -	- - -	Brandon	- - -	- - -	Brandon.
Places not called Towns in Census.															
Framlingham	2,252														
(1) *College*	"	- -	310	- -	- -	- -	- - -	- - -	- - -	- - -	Framlngham	- - -	- - -	Framlnghm	
(2) *Hitcham Sch.*	"	100	- -	- -	200	- -	- - -	Framlnghm	- - -	- - -	Framlnghm	- - -	- - -	- - -	Framlnghm.
Lavenham	1,823	48	- -	- -	20	- -	- - -	- - -	Lavenham	- - -	- - -	Lavenham	- - -	- - -	Lavenham.
Stradbroke	1,537	40	- -	- -	17	- -	- - -	- - -	Stradbroke	- - -	- - -	Stradbroke	- - -	- - -	Stradbroke
Debenham	1,498	84	- -	- -	125	- -	- - -	- - -	Debenham	- - -	- - -	Debenham	- - -	- - -	Debenham.
Needham Market	1,377	37	9	- -	60	- -	- - -	- - -	Needham	- - -	Needham	- - -	- - -	- - -	Needham.
Cavendish	1,301	21	15	- -	84	- -	- - -	- - -	Cavendish	- - -	Cavendish	- - -	- - -	Cavendish.	
Boxford	986	8	- -	- -	40	- -	- - -	- - -	Boxford	- - -	- - -	*Boxford*	- - -	- - -	*Boxford*
Gislingham	623	9	- -	- -	17	- -	- - -	- - -	Gislingham.	- - -	- - -	*Gislinghm.*	- - -	- - -	*Gislinghm.*
Botesdale	580	6	- -	- -	24	- -	- - -	- - -	Botesdale	- - -	- - -	Botesdale	- - -	- - -	Botesdale.
Tuddenham	413	50	- -	- -	50	- -	- - -	- - -	Tuddenhm	- - -	- - -	*Tuddenhm.*	- - -	- - -	*Tuddenhm.*
Little Thurlow	369	23	3	- -	30	- -	- - -	- - -	Thurlow	- - -	- - -	Thurlow	- - -	- - -	Thurlow.

* Applied in payment of rent of school buildings.

Towns without Endowments for Grammar or other Secondary Schools.

Stowmarket	3,531	10,724
Hadleigh	2,779	
Halesworth	2,382	
Southwold	2,032	

COUNTY OF NORFOLK.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1851.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Norwich	74,891														
(1) *Grammar Sch.*	,,	30	40	9	662	*	Norwich			Norwich			Norwich.		
(2) *Commer. Sch.*	,,	200									Norwich			Norwich.	
(3) *Alderman Norman's Sch.*	,,	64			621		Norwich					Norwich			Norwich.
Yarmouth	34,810	63	14		340			Yarmouth			Yarmouth			Yarmouth.	
King's Lynn	16,170	25	20	2		21			King's Lynn	King's Lynn			King's Lynn.		
Thetford	4,208	19	6		245			Thetford			Thetford			Thetford.	
Walsham, North	2,836	5	6		263			Walsham			Walsham				Walsham.
Aylsham	2,388	*Paid to Nat. S.*			10				Aylsham.						
Wymondham	2,152	25	24		60	*			Wymndhm.		Wymndhm.			Wymndhm.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Attleburgh	2,221	*Paid to Par. S.*			20				Attleburgh.						
Harleston	1,736	*Paid to Nat. S.*			30				Harleston.						
Holt	1,635	47	10	1	323			Holt		Holt				Holt.	
Hingham	1,605	18	5		159				Hingham		Hingham			Hingham.	
Feltwell	1,553	*Paid to Nat. S.*			67				Feltwell.						
Cromer	1,367	70			10				Cromer			Cromer			Cromer.
Grimston	1,300	10	8		43				Grimston			Grimston			Grimston.
Snettisham	1,173	34	24		59				Snettisham			Snettisham			Snettisham.
Walsingham, Little.	1,069	14			108				Walsingham.			Walsingham.			Walsingham.
Massingham, Great	934	*Paid to Par. S.*			20				Massingham.						

* Share in two Exhibitions amounting to 32*l.* per annum.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Diss	3,164	16,946
Wells-next-the-Sea	3,098	
Dereham	3,070	
Swaffham	2,974	
Downham	2,458	
Fakenham	2,182	

SOUTH-WESTERN DIVISION.

B. 4. *The South-western Division.*

The south-western division contains five counties—Wilts, Dorset, Somerset, Devon, and Cornwall. Besides Plymouth and Devonport, of which we have already spoken (p. 345), it has two towns above 20,000 population, 32 towns from 20,000 to 5,000, and 38 towns under 5,000; in all 74. The urban population of these towns is 617,843. The remaining rural population is 1,218,893, making in all, for town and country, 1,836,736.

74 towns.

Of these 74 towns, 35, with a population of 308,100, including Plymouth, Stonehouse, and Devonport, have (with the exception of an annuity of 20*l.*) no public building or endowments for secondary education.

60 places with endowments.

The total number of towns having grammar-school endowments is (without Plymouth) 38; of other places not counted as towns, 21: making in all 60 places having grammar-school endowments.

Income 10,630*l.*

Value and Distribution of the Endowments.—The net annual value of the endowments of the division is returned as 7,760*l.*, besides 2,870*l.* in the form of exhibitions, making a total of 10,630*l.*

24 classical schools.

There are 24 classical schools (not including Marlborough College) with 1,184 scholars; 10 semi-classical, with 446 scholars; 14 non-classical, with 600 scholars; the income of six is paid over to parish schools; seven are in abeyance; two are paid to private schools; and one is united to the Proprietary school at Taunton.

6 in 1st grade

Of the 24 schools six only are in the first grade; the whole number of scholars in the six schools is 518. The total number of scholars in all the schools, excluding the elementary, and also excluding Marlborough College, is returned as 2,252.[1] Besides the grammar schools there are not a few endowed schools with incomes which might contribute to the improvement of secondary education.

Cornwall very poor.

There are well-endowed schools in all the counties except Cornwall, which county is remarkable as having less money devoted to secondary education than any other county in England.

Bath.

The two largest places, Bath and Exeter, have good endowments. At Bath an income of 461*l.* appears to hinder rather than promote the education of the citizens, and does nothing for the neighbourhood.

Exeter.

Exeter has large resources applicable even under existing circumstances to three grades of education above the elementary. The direct endowment of the grammar school is only 90*l.*; but it has exhibitions, hampered by obsolete restrictions, to the value of 498*l.* Under the same foundation and general management, that of the Municipal Charity Trustees, is an

[1] Of these 22 are taught at Taunton, and the two private schools.

income of 700*l.*, applied to a charity school, called [1]St. John's Hospital. A third school (Hele's) with an income of 204*l.*, is a recent foundation out of ancient charitable funds. These institutions need organization with a view to the improvement of secondary education in the city as a whole. SOUTH-WESTERN DIVISION.

Blundell's school at Tiverton has an income (exhibitions included) of 1,299*l.* a year; it has now 100 scholars. It is important to observe that this school was once the chief boarding school of the west;[2] but boarders being disallowed, it fell immediately to a scanty day school. Its partial revival is due to the action of the University Commission, which abolished certain close fellowships, converting them into annual scholarships open to competition in the whole school, and to the consequent rise of boarding-houses outside the walls. There are two other endowed schools in Tiverton, one of which, Chilcott's, has an income of above 300*l.* a year. Tiverton.

Sherborne has an endowment of 502*l.*, besides a small amount for exhibitions; it has recently gained the advantage of excellent modern buildings; it is far the largest school in the west (except Marlborough College), having 187 scholars, of whom 168 learn Greek, 81 mathematics. The suggestions of the master for its improvement deserve careful attention.[3] Sherborne.

The choristers school of the cathedral at Salisbury is richly endowed with 712*l.*; it has but 27 scholars, and there is no other endowed grammar school in the city. In five small places,—Wimborne, Crewkerne, Bruton, Ilminster, and Crediton, whose united population is but 14,311, there are classical schools, whose united endowments, including exhibitions, reach the amount of 2,634*l.* per annum. The scholars in these classical schools altogether are but 259, of whom 81 are boarders; at one of the places, Ilminster, a commercial school, with 116 scholars, is provided. Crediton has, however, been only lately reorganized. It has six scholarships, tenable at the school. The place has also two endowed primary schools, one of which has an endowment of 700*l.* a year. In two villages, one near Plymouth, are two classical schools with a united income, including exhibitions, of 352*l.*; the number of the scholars in the two schools is 33 and 7, respectively. Bad management in the case of Plympton, and a bad scheme in the case of Kingsbridge, have produced this result. Salisbury. Five schools in small places, average income 500*l.*, average pupils, 27. Plympton, 7 scholars, and Kingsbridge, 33 scholars.

Tavistock, though included in our list of endowed schools, has for endowment only an annual sum of 4*l.* 4*s.*, and that has not Tavistock.

[1] See vol. ii. p. 200–203.
[2] See chap. ii. p. 202.
[3] Mr. Stanton's special report in vol. xiv.

SOUTH-WESTERN DIVISION.

been paid regularly. The Duke of Bedford pays at present 110*l.* a year, and allows the free use of some good buildings which he has erected for the purpose.

Taunton.

At Taunton a new proprietary college has just been established, and instead of the old grammar school existing independently nine scholars are received there free of expense. The endowment, estimated at 85*l.*, including the value of the old buildings, is paid to the college.

County.	Total Number of Schools.[1]	Number of Schools in which there are respectively					
		10 Scholars learning Greek.	25 Scholars learning Latin.	10 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Wilts	8	1	—	1	1	1	—
Dorset	8	4	3	4	3	2	3
Somerset	15	7	6	6	3	1	2
Devon	17	6	6	7	3	6	5
Cornwall	7	—	—	1	—	—	1
Total in Division	55	16	15	19	10	10	11

[1] Besides 7 schools in abeyance, 2 private and one proprietary school receiving endowment, and Marlborough College.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Salisbury :—															
(1) *Choristers' S.*	12,278	15	12	1	712	- -	Salisbury	- - -	- - -	Salisbury	- - -	- - -	- - -	Salisbury.	
(2) *GrammarSch.*	- -	*In abeyance.*			24	- -	- - -	- - -	Salisbury.						
Trowbridge -	9,626	19	- -	- -	60	- -	- - -	- - -	Trowbrdge.	- - -	- - -	Trowbrdge.	- - -	- - -	Trowbrdge.
Calne - -	5,179	42	6	- -	50	- -	- - -	- - -	Calne -	- - -	- - -	Calne -	- - -	- - -	Calne.
Marlborough - -	3 684														
(1) Grammar Sch.	„	34	59	5	218	450	Marlboro'	- - -	- - -	Marlboro'.	- - -	- - -	Marlboro'.		
(2) College -	„	- -	518	76	*	851	Marlboro'	- - -	- - -	Marlboro'.	- - -	- - -	Marlboro'.		
Warminster -	3,675	13	30	1	30	- -	- - -	- - -	Warmnstr.	- - -	Warmnstr.	- - -	- - -	Warmnstr.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Wootton Basset -	2,191	*Paid to Nat. S.*			23	- -	- - -	- - -	Wootton.						
West Lavington -	1,589	60	- -	- -	60	- -	- - -	- - -	Lavington	- - -	- - -	Lavington	- - -	- - -	Lavington.
Amesbury - -	1,138	16	- -	- -	56	- -	- - -	- - -	Amesbury	- - -	- - -	Amesbury	- - -	- - -	Amesbury.

* The Endowment consists of the Buildings and the Exhibition fund. The College gave information to the Nine Schools Commission. The number of Undergraduates entered is probably much under the true number. See Appendix, p. (162).

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Chippenham -	7,075	39,999
Malmesbury -	6,881	
Devizes - -	6,638	
Westbury - -	6,495	
Bradford-on-Avon	4,291	
New Swindon -	4,167	
Melksham - -	2,452	
Wilton - -	2,000	
	About	

County of **DORSET.**

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
Places called Cities and Towns in Census					£	£									
Dorchester	6,823	14	9		101				Dorchester	Dorchester				Dorchester.	
Sherborne	5,523	37	150	23	502	160*	Sherborne			Sherborne			Sherborne		
Blandford Forum: *Milton Abbas Sch.*	3,857	18	37	3	150				Blandford	Blandford			Blandford.		
Shaftesbury	2,497	*In abeyance*			12				Shaftesbury						
Wimborne Minster	2,271	57	29	2	508		Wimborne			Wimborne				Wimborne.	
Places not called Towns in Census.															
Netherbury	1,875	42			110				Netherbry			Netherby			Netherby.
Broadwinsor	1,538	25	3		25				Broadwnsr			Broadwnsr			Broadwnsr.
Evershot	595	47			70				Evershot			Evershot		Evershot.	
Litton Cheney	501	28			25				Litton			Litton			Litton.

* Provided in part by fees.

Towns without Endowments for Grammar or other Secondary Schools.

Weymouth and Melcombe Regis	11,383	37,873
Poole	9,759	
Bridport	7,719	
Wareham	6,694	
Lyme Regis	2,318	

COUNTY OF SOMERSET.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Bath	52,528	73	4	-	461	-	-	Bath	-	Bath	-	-	-	Bath.	
Taunton	14,667	*Annexed to New Proprietary Coll.*			85	-	-	-	Taunton.						
Bridgwater	11,320	31	2	1	28	-	-	-	Bridgwater	Bridgwater	-	-	Bridgwater.		
Frome	9,522	*Paid to Parish Sch.*			6	-	-	-	Frome.						
Yeovil	7,957	34	-	-	55	-	-	-	Yeovil	-	-	Yeovil	-	-	Yeovil.
Shepton Mallet	4,803	49	49	-	35	-	-	-	Shepton	-	Shepton	-	-	Shepton.	
Crewkerne	3,566	29	18	4	253	103	-	Crewkerne	-	Crewkerne	-	-	-	Crewkerne.	
Chard	2,276	18	11	-	7	-	-	-	Chard	Chard	-	-	-	Chard.	
Ilminster	2,194														
(1) *Grammar Sch.*	„	32	11	2	684	52	Ilminster.	-	-	Ilminster	-	-	-	Ilminster.	
(2) *Commercial S.*	„	116	-	-				-	-	-	-	Ilminster	-	-	Ilminster.
PLACES NOT CALLED TOWNS IN CENSUS.															
Martock	3,155	*In abeyance*		-	15	-	-	-	Martock.						
Bruton	2,232	17	14	-	334	-	-	Bruton	-	Bruton	-	-	-	Bruton.	
Somerton	2,206	*Paid to Nat. Sch.*			26	-	-	-	Somerton.						
Keynsham	2,190	*Paid to Nat. Sch.*			20	-	-	-	Keynsham.						
Langport Eastover	1,133	35	-	-	70	-	-	-	Langport	-	Langport	-	-	Langport.	
Trent	512	18	-	-	92	-	-	-	Trent	-	-	Trent	-	-	Trent.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Wells	4,648	13,864
Wellington	3,689	
Glastonbury	3,496	
South Petherton	2,031	

COUNTY OF DEVON.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Plymouth, 62,599 Devonport 64,783 and Stonehouse, 41,749	127,332	*Paid to Private Sch.*			£ * 20	£ - -	- - -	- - -	Plymouth.						
Exeter—															
(1) *Gram. Sch.*	- -	39	11	5	90	498	Exeter	- - -	- - -	Exeter	- - -	- - -	Exeter.		
(2) *Hele's Sch.*	- -	150	- - -	- -	204	- -	- - -	Exeter	- - -	- - -	Exeter	- - -	- - -	- - -	Exeter.
Barnstaple	10,743	7	12	- -	13	- -	- - -	- - -	Barnstaple	Barnstaple	- - -	- - -	- - -	- - -	Barnstaple.
Tiverton	10,447	57	43	7	756	543	Tiverton	- - -	- - -	Tiverton	- - -	- - -	Tiverton.		
Tavistock	8,857	37	29	- -	4	50	- - -	- - -	Tavistock	Tavistock	- - -	- - -	- - -	Tavistock.	
Bideford	5,742	18	1	- -	60	- -	- - -	- - -	Bideford	Bideford	- - -	- - -	- - -	Bideford.	
Dartmouth	4,444	*Long in abeyance.*			3	- -	- - -	- - -	Dartmth.	- - -	- - -	- - -			
Crediton	4,048	44	9	1	700	- -	Crediton	- - -	- - -	Crediton	- - -	- - -	- - -	Crediton.	
Totnes	4,001	22	- -	1	54	- -	- - -	- - -	Totnes	- - -	Totnes	- - -	- - -	Totnes.	
South Molton	3,330	56	- -	- -	77	- -	- - -	- - -	Molton	- - -	- - -	Molton	- - -	- - -	Molton.
Honiton	3,301	14	49	3	10	- -	- - -	- - -	Honiton	Honiton	- - -	- - -	- - -	Honiton.	
Ashburton	3,062	23	4	- -	82	68	- - -	- - -	Ashburton	- - -	Ashburton	- - -	- - -	Ashburton.	
Ottery St. Mary	2,429	6	- -	1	23	19	- - -	- - -	Ottery	- - -	Ottery	- - -	- - -	- - -	Ottery.
PLACES NOT CALLED TOWNS IN CENSUS.															
Chudleigh	2,108	4	4	- -	30	- -	- - -	- - -	Chudleigh	Chudleigh	- - -	- - -	- - -	- - -	Chudleigh.
Uffculme	2,020	12	- -	1	22	- -	- - -	- - -	Uffculme	Uffculme	- - -	- - -	- - -	- - -	Uffculme.
North Tawton	1,849	15	9	- -	- †	- -	- - -	- - -	- - -	- - -	Tawton	- - -	- - -	- - -	Tawton.
Plympton Earls	1,591	5	2	- -	155	- -	- - -	- - -	Plympton	Plympton	- - -	- - -	- - -	- - -	Plympton.
Kingsbridge	1,585	29	4	1	197	- -	- - -	- - -	Kingsbridge.	Kingsbridge.	- - -	- - -	- - -	Kingsbridge.	

* The School is at Plymouth.

† The buildings are the only endowment.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Torquay	16,419	57,294
Teignmouth	6,022	
Exmouth	5,228	
Newton Abbot	5,221	
Brixham	4,390	
Dawlish	3,505	
Torrington	3,298	
Ilfracombe	3,034	
Topsham	2,772	
Paignton	2,628	
Sidmouth	2,572	
Cullompton	2,205	

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							300*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Truro	11,337	20	4		25	60			Truro	Truro				Truro.	
Penzance	9,414	*Paid to Private Sch.*			35				Penzance.						
Launceston	†5,140														
(1) *Grammar Sch.*	„	27			26				Launceston		Launceston			Launceston.	
(2) *Horwell's Sch.*	„	33	1		166				Launceston			Launceston		Launceston.	
Bodmin	4,809	*In abeyance*			5				Bodmin.						
Liskeard	4,689	*In abeyance.*			*										
Helston	3,843	13	1		13	16			Helston		Helston			Helston.	
Penryn	3,547	*In abeyance*			7				Penryn.						
PLACES NOT CALLED TOWNS IN CENSUS.															
Saltash	3,287	*Paid to Elementary School.*			6				Saltash.						
Probus	1,449	*Paid to National School.*			10				Probus.						
Fowey	1,429	47	7		80				Fowey			Fowey			Fowey.

* The Schoolroom is the only Endowment.

† The population is that of the Parliamentary borough.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOL

Redruth	7,919	31,6
Camborne	7,208	
St. Ives	7,027	
Falmouth	5,709	
St. Austell	3,825	

NORTH MIDLAND DIVISION.

B. (5.) *North Midland Division.*

This division includes five counties, Leicestershire, Rutland, Lincolnshire, Nottinghamshire, and Derbyshire. It has four towns with a population over 20,000; 14 towns from 20,000 to 5,000; 27 below 5,000; in all 45 towns with an urban population of 435,885. The remaining rural population is 868,828, making in all for town and country 1,304,713.

45 towns.

Of these 45 towns 12, with a population of 46,877, have no endowed grammar schools.

75 places with endowments.

The total number of towns having endowments for grammar schools is 33, of other places not counted as towns 42, making in all 75 places having grammar school endowments.

A grammar school in almost every town.

Value and Distribution of the Endowments.—A glance at the following table will show that this division is exceptional, both in the amount and in the general diffusion of the means of secondary education. The total income of the endowments is 18,268*l.*, besides 331*l.* in the form of exhibitions. Six schools have two departments each. If we count these as separate schools, there are 23 classical schools, with 1,759 scholars; 18 semi-classical, with 731 scholars; 17 non-classical, with 1,094 scholars; 15 are elementary; the income of three is paid over to parochial schools; of one to a private school; and four are in abeyance. The total number of scholars in all the schools, excluding the elementary, is returned as 3,594.[2] There is no town of 10,000 population, and only two towns of 5,000 and upwards, without some provision of the kind.

Leicester, Derby, Nottingham, Lincoln.

As regards the four towns above 20,000 population, the resources of Leicester and Derby are insignificant; that of Nottingham is very considerable. Lincoln besides the grammar school, which has an income of 364*l.*, has also a Blue school (Christ's hospital), which has an endowment of over 2,000*l.* a year.

There are in the towns below 20,000 population, 10 cases of annual income, exclusive of exhibitions, exceeding 400*l.* a year, and five such cases in rural places; seven other rural schools have over 200*l.* a year.

In four cases, Ashby, Repton, Uppingham, and Oakham, the total net income reaches or passes 1,000*l.* per annum, and the resources of several towns are, if not superfluous, at least abundant. Repton and Uppingham are important classical boarding schools. The former has 201 scholars, of whom 31 are local free scholars and 8 free boarders.[1] The latter has 268

Evidence.

[1] A new scheme for the government of this school was sanctioned by Act of Parliament in 1867.

[2] Includes 10 boys paid for at a private school.

NORTH MIDLAND DIVISION.

scholars. The fine foundation at Market Bosworth, 792*l.* a year, is reported to be at present useless.

The school at Mansfield, now in abeyance, will very shortly receive seven-ninths of a gross income of 1,217*l.* a year.

Bishop of Lincoln's plan.

The Bishop of Lincoln has given us the benefit of his opinion as to the course which ought to be pursued with the schools of Lincoln and Nottinghamshire.[1] His remarks deserve attentive consideration and the principle of them applies to other counties as well.

There are many schools in the division richly endowed, in which the classical teaching is at present merely nominal, and which yet apparently have not taken the form required for schools of the second grade.

Notwithstanding some indications that the well endowed schools of this division are generally used by the middle class, it appears from the following table that there is a waste of resources, and that the number of well filled schools (25 at least being rich) giving a suitable education is far below what it might be.

Counties.	Total Number of Schools.[2]	Number of Schools in which there are respectively					
		10 Scholars learning Greek.	25 Scholars learning Latin.	10 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Leicester	17	2	3	6	—	1	—
Rutland	2	2	2	2	2	1	2
Notts	32	6	3	8	2	4	4
Lincoln	8	2	13	3	2	2	—
Derby	17	3	5	3	2	3	2
Total No. of schools in Division.	76	15	26	19	8	11	8

[1] See vol. ii. pp. 34–39.

[2] Besides four schools in abeyance, and one private school receiving endowment.

COUNTY OF LEICESTER.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together: 500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classification according to Character of *Instruction* given: Classical.	Semi-Classical.	Non-Classical.	Classification according to *Age* of Scholars: 1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Leicester	68,056	*In abeyance*			85				Leicester.						
Loughborough	10,830	71	22	3	723	60		Loughboro'		Loughboro'			Loughboro'		
Ashby-de-la-Zouch	3,772	38	4	2	1000	50	Ashby			Ashby				Ashby.	
		160										*Ashby*			*Ashby.*
Market Harborough	2,302	*Paid to Priv. S.*			35				M.Harboro'.						
PLACES NOT CALLED TOWNS IN CENSUS.															
Market Bosworth	2,376		3	1	792		Bosworth			Bosworth		Bosworth			M. Boswrth.
		47													
Kibworth	1,867	56			277			Kibworth				Kibworth			Kibworth.
Barrow-upon-Soar	1,800	12			90				Barrow		Barrow				Barrow.
		150			44							*Barrow*			*Barrow.*
Woodhouse	1,342	24			26				Woodhouse			*Woodhouse*			Woodhouse.
Appleby	1,070	33	16	1	150				Appleby	Appleby			Appleby.		
		44			166				Appleby			*Appleby*			*Appleby.*
Wymondham	851	31			147				Wymndhm		Wymndhm			Wymndhm.	
Church Langton	842	*Paid to Elementry Sch.*			109				Langton.						
Stoke Golding	638	25			117				Stoke Goldg			Stoke Goldg			Stoke Goldg
Snarestone	355	32			38				Snarestone			*Snarestone*			*Snarestone*
Osgathorpe	351	39	9		108				Osgathorpe			Osgathorpe		Osgathorpe.	
Shawell	205	3			20				Shawell			*Shawell*			*Shawell.*
TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.															
Melton Mowbray	4,047														
Castle Donington	2,291	8,627													
Lutterworth	2,289														

COUNTY OF RUTLAND.

PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Oakham	2,048	18	34	10	1,020	*	Oakham			Oakham			Oakham.		
Uppingham	2,176	7	261	42	1,020		Uppingham			Uppingham			Uppingham.		

* Has a preference to the Lovett Exhibitions at Sydney Suss. Coll., Cambridge.

County of LINCOLN.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Lincoln	20,599	103	17	1	364	- -	- - -	Lincoln	- - -	Lincoln	- - -	- - -	- - -	Lincoln.	
Boston	17,893	55	20	5	616	- -	Boston	- - -	- - -	Boston	- - -	- - -	Boston.	- - -	- - -
Grimsby, Great	11,067	37	- -	- -	7*	- -	- - -	- - -	Gt. Grmsby	- - -	Gt. Grmsby	- - -	- - -	- - -	Gt. Grmsby
Grantham	11,121	33	46	5	705	40	Grantham	- - -	- - -	Grantham	- - -	- - -	Grantham.		
Louth	10,560	36	10	- -	655	- -	Louth	- - -	- - -	Louth	- - -	- - -	Louth.		
Stamford	8,047	77	3	3	500	120	Stamford	- - -	- - -	Stamford	- - -	- - -	- - -	Stamford.	
Spalding	7,032	29	- -	- -	186	- -	- - -	- - -	Spalding	- - -	Spalding	- - -	- - -	- - -	Spalding.
Gainsborough	6,320	9	6	- -	40	- - †	- - -	- - -	Gainsbro'	Gainsbro'	- - -	- - -	- - -	- - -	Gainsbro'.
Horncastle	4,846	37	13	- -	284	- -	- - -	Horncstle	- - -	Horncstle	- - -	- - -	- - -	Horncstle.	
Sleaford	3,745	13	- -	- -	80	- -	- - -	- - -	Sleaford	- - -	Sleaford	- - -	- - -	- - -	Sleaford.
Brigg or Glandford Bridge.	3,138	76	4	- -	529	- -	Brigg	- - -	- - -	- - -	Brigg	- - -	- - -	Brigg.	
Bourn	3,066	35	- -	- -	30	- -	- - -	- - -	Bourn	- - -	Bourn	- - -	- - -	Bourn.	
Alford	2,658	31	3	- -	324	- -	- - -	Alford	- - -	Alford	- - -	- - -	- - -	- - -	Alford.
Market Rasen	2,468	31	89	- -	160	- -	- - -	- - -	M. Rasen	- - -	M. Rasen	- - -	- - -	- - -	M. Rasen.
Holbeach	2,083	100	- -	- -	60	- -	- - -	- - -	Holbeach	- - -	- - -	Holbeach	- - -	- - -	Holbeach.
PLACES NOT CALLED TOWNS IN CENSUS.															
Caistor	2,348	38	9	- -	301	- -	- - -	Caistor	- - -	Caistor	- - -	- - -	- - -	Caistor.	
Kirton-in-Holland	2,255	37	4	- -	99	- -	- - -	- - -	Krtn-in-H.	- - -	Krtn-in-H.	- - -	- - -	- - -	Krtn-in-H.
Moulton	2,143	11 96	12	- -	432	- -	- - -	Moulton	- - -	Moulton	- - -	- - -	- - -	- - -	Moulton. Moulton.
Kirton-in-Lindsey	2,058	114	- -	- -	102	- -	- - -	- - -	Krtn-in-L.	- - -	- - -	Krtn-in-L.	- - -	- - -	Krtn-in-L.
Donington	1,690	34 82	4	- -	544	- -	Donington	- - -	- - -	- - -	Donington	Donington.	- - -	Donington.‡	Donington.
Spilsby	1,467	32	- -	- -	92	- -	- - -	- - -	Spilsby	- - -	Spilsby	- - -	- - -	Spilsby.	
Wainfleet	1,392	84	- -	- -	61	- -	- - -	- - -	Wainfleet	- - -	- - -	Wainfleet	- - -	Wainfleet.	
Burgh-in-the-Marsh.	1,223	*Paid to National School.*			70	- -	- - -	- - -	Burgh.						
Stickney	851	49	- -	- -	95	- -	- - -	- - -	Stickney	- - -	- - -	Stickney	- - -	- - -	Stickney.
Corby	818	39	16	- -	37	- -	- - -	- - -	Corby	- - -	- - -	Corby	- - -	Corby.	
Heighington	624	57	- -	- -	210	- -	- - -	Heighngtn	- - -	- - -	- - -	Heighngtn	- - -	- - -	Heighngtn.
Wragby	619	- -	20	- -	30	- -	- - -	- - -	Wragby	- - -	Wragby	- - -	- - -	- - -	Wragby.‡
Butterwick	605	65	- -	- -	285	- -	- - -	Butterwk.	- - -	- - -	- - -	Butterwk.	- - -	- - -	Butterwk.
Laughton near Gainsborough.	515	50	- -	- -	19	- -	- - -	- - -	Laughton	- - -	- - -	*Laughton*	- - -	- - -	*Laughton.*
Humberstone	277	100	- -	- -	465	- -	- - -	Hmbrstn.	- - -	- - -	Hmbrstn.	- - -	- - -	- - -	Hmbrstn.

* Besides 220*l.* per annum paid by Corporation. † Besides preference to Lovett Exhibitions. ‡ Has also an Elementary Department.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Barton-on-Humber.	3,797	8,514
Crowland	2,413	
Crowle	2,304	

County of NOTTINGHAM.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Nottingham	74,693	95	-	-	818	-	Nottingham.	-	-	Nottingham.	-	-	-	Nottingham.	
Newark-upon-Trent.	11,515	44	41	8	540	-	Newark.	-	-	Newark.	-	-	Newark.		
Mansfield	8,346	*In abeyance.*			103				Mansfield.						
Southwell	3,095	11	15	-	-	-	-	-	-	-	Southwell	-	-	Southwell.	
Retford, East	2,982	46	7	-	260	-	-	Retford	-	Retford.	-	-	-	Retford.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Bulwell	3,660	*School closed.*		-	17	-	-	-	Bulwell.						
Tuxford	1,034	55	-	-	40	-	-	-	Tuxford.	-	-	Tuxford.	-	-	Tuxford.
Sutton Bonnington	1,019	34	-	-	36	-	-	-	Sut. Bon.	-	-	*Sut. Bon.*	-	-	*Sut. Bon.*
Walkeringham	683	*In abeyance.*		-	15	-	-	-	Wlkringhm.						
Leverton, South	494	40	-	-	20	-	-	-	Leverton.	-	-	*Leverton*	-	-	*Leverton.*
Elston	472	*Not stated.*		-	20	-	-	-	Elston.	-	-	*Elston.*	-	-	*Elston.*
TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.															
Worksop	7,112														

COUNTY OF DERBY.

Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							Over 500*l.* upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Derby	43,091	90	30	4	15	50	-	-	Derby	Derby	-	-	Derby.		
Glossop	19,126	*Paid to Nat. S.*			30*s.*	-	-	-	Glossop.						
Chesterfield	9,836	80	11	1	142	11	-	-	Chestrfld.	Chesterfld.	-	-	-	Chesterfld.	
Ashborne	3,501	38	-	-	238	-	-	Ashborne	-	Ashborne	-	-	Ashborne.		
Bakewell	2,704	20	27	-	15	-	-	-	Bakewell	-	-	Bakewell	-	-	Bakewell.
Wirksworth	2,592	48	-	-	177	-	-	-	Wirksworth.	-	Wirksworth.	-	-	Wirksworth.	
Staveley	2,400	20	-	-	30	-	-	-	Staveley	-	Staveley	-	-	-	Staveley.
PLACES NOT CALLED TOWNS IN CENSUS.															
Dronfield	6,013	76	-	-	274	-	-	Dronfield	-	-	Dronfield	-	-	Dronfield.	
Chapel-en-le-Frith	4,264	102	-	-	29	-	-	-	Chapel-en-le-Frith.	-	-	*Chapel-en-le-Frith.*	-	-	*Chapel-en-le-Frith.*
Tideswell	3,512	22	1	-	217	-	-	Tideswell	-	-	Tideswell.				
Whittington	2,864	130	-	-	60	-	-	-	Whittngtn.	-	-	*Whittngtn.*	-	-	*Whittngtn.*
Norton	2,318	70	-	-	60	-	-	-	Norton	-	-	*Norton*	-	-	*Norton.*
Repton	2,177	31	170	49	1,250	-	Repton	-	-	Repton	-	-	Repton.		
Hayfield	2,156	50	-	-	26	-	-	-	Hayfield	-	-	*Hayfield*	-	-	*Hayfield.*
Buxton	1,877	98	-	-	85	-	-	-	Buxton	-	-	*Buxton*	-	-	*Buxton.*
Mellor	1,733	70	-	-	25	-	-	-	Mellor	-	-	*Mellor*	-	-	*Mellor.*
Risley	203	80	-	-	347	-	-	Risley	-	-	-	Risley	-	-	Risley.
TOWNS WITHOUT ENDOWMENT FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.															
Belper	9,509														
Alfreton	4,090														
Clay Cross	3,501	22,624													
Ilkeston	3,330														
Melbourne	2,194														

Review of Five Agricultural Divisions.

SUMMARY REVIEW OF FIVE AGRICULTURAL DIVISIONS.

Can the grammar schools supply the demand?

FROM the foregoing review of five divisions some estimate may be formed as an answer to the question, how far the grammar schools can be relied on to supply the need of secondary education on the agricultural side of England.

The district which we have shortly reviewed contains 26 counties, 285 towns, an urban population of more than two and a half millions, making with the surrounding rural population a total of somewhat over seven and a half millions. According to our estimate at the rate of 10 scholars per 1,000 of population, there should be provision at once for secondary education in day schools in the towns to the extent of at least 25,000 boys; it would probably be below the mark to say that at least half as many more scholars from rural parishes require to be provided with secondary education in day schools or boarding schools. There ought, therefore, to be provision in the aggregate for at least 70,000 boys, which is less than 10 per 1,000 of the whole population.

Estimated demand.

121 towns with no grammar schools.

We find that there are in the counties we have described 121 towns in which there is no public endowed school for secondary education.

There are in the five divisions 330 endowments[1] for secondary schools, besides a far greater number of endowments for schools neither founded nor reputed as grammar schools. Some of these last-named schools have very large incomes, of which, in many instances, the greater proportion is applied to the clothing and maintenance of a few children, selected by private patronage vested in irresponsible persons, who as a general rule elect their successors.

The clothing schools.

Of the 345 schools (including Portsmouth), supported by 330 endowments, 162 are in towns, 150 in places not counted as towns; 104 are classical, 75 semi-classical, 83 non-classical, these distinctions resting not on the deed of foundation or legal scheme, but on what the school now teaches.

104 classical, 75 semi-classical.

50 first grade.

But if the schools are classified by their actual practice, as tested by the age to which the scholars remain, there are but 50 in the first grade, 101 in the second, the remainder either have dropped into the third grade by failure to retain boys beyond 14 years old, or the funds have been applied to merely elementary teaching, or the school is in abeyance.

[1] Besides Eton, Winchester, and Harrow.

Review of Five Agricultural Divisions.

The total number of scholars of all grades excluding the elementary schools, but including Eton, Winchester, Harrow, Marlborough, and Wellington, is 17,834, instead of 70,000.

Only 17,834 scholars.

In the five divisions we have described we find among the ancient grammar foundations that, excluding Eton, Winchester, and Harrow, the number of classical boarding schools with over or nearly 100 scholars is as follows:—

Boarding schools of first rank.

200 scholars and upwards	Two.[1]
From 200 to 150	Three.[2]
„ 150 to 100	Six.[3]
Approaching 100	Five.[4]

Besides these there are five modern foundations, one over 500 (Marlborough College), two over 250 (Wellington and Hurstpierpoint), and two over 100 scholars (Bradfield and Lancing).

Still fewer middle boarding schools.

Of boarding schools adapted to the middle section of the middle class, whether called semi-classical, mathematical, commercial, or scientific, conducted on an adequate scale, we cannot say that in connexion with the ancient foundations we have found a single thoroughly satisfactory instance. Woodbridge and Shepton Mallet are not on a sufficiently large scale to make them exceptions. Of boarding schools for the lower section of the middle class, the chief instances are the so-called charity schools, to which we have already referred; we are of opinion that several of these schools, if their constitution were thoroughly investigated by a competent authority, empowered by Parliament to inquire into them with a view to introduce salutary alterations, might be made to render great service to the secondary education of the upper artisans and poorer tradesmen.

Except the charity schools, which need searching inquiry.

Day schools suitable to population.

If we turn to the question of day schools, we have found in some of the principal country towns, that efforts have been made to adapt ancient foundations to the wants of modern society, and to the reasonable claims of each locality; but all such attempts have been made under great disadvantage, in the present state of the law, which gives much obstructive power to narrow-minded and self-interested persons.

Very few either classical or commercial or third grade.

There are in the five divisions 126 towns besides Plymouth and Portsmouth, with upwards of 5,000 population. The number of those towns in which endowed classical day schools with from 100 to 25 day scholars may be found is 41. The number of those

[1] Uppingham, Repton. [2] Tonbridge, Bedford, Sherborne.
[3] Guildford, Ipswich, Oundle, Highgate, Tiverton, Derby, Lincoln.
[4] Canterbury, Marlborough (Grammar School), Felsted, Brentwood, Loughborough.

REVIEW OF FIVE AGRICULTURAL DIVISIONS.

towns having endowed commercial schools, in which Greek is not taught as part of the regular course, but in which arithmetic and the elements of mathematics, with French or Latin, are the staple subjects, and which are attended by any number of day boys beyond 25, is 12. Of third grade schools, expressly adapted to the wants and pecuniary means of the lower middle class, we can refer to few cases: Hele's School, Exeter, the commercial schools at Bury St. Edmund's and Faversham, and the Corporation School of Great Grimsby. Bedford has schools of all grades.

Instances of country day schools at 4*l.*

There are a few endowed grammar schools in country districts in which a plain secondary education is given to farmers and village tradesmen for sums not exceeding 4*l.* As instances may be cited, an old foundation recently remodelled at Stradbroke in Suffolk, and a modern foundation at North Tawton in Devonshire.

More wanted.

The instances lead us to the opinion that such schools could be easily established, and would be well supported in rural districts, especially wherever there is a small endowment or an attractive school building already provided.

General result.[1]

With reference to the question, how many schools may be advantageously retained for classical education, we may thus sum up the facts already stated for each division, viz.:—

In 72 schools,	10	or more	boys	learn Greek.
103 „	25	„	„	Latin.
103 „	10	„	„	mathematics.
In 46 schools,	25	„	„	Greek.
57 „	50	„	„	Latin.
55 „	25	„	„	mathematics.

The general results of the endowed grammar schools of the five divisions may be estimated by the number of scholars learning the main subjects which distinguish secondary from elementary instruction.

Divisions.	Number of Scholars learning Subjects of Secondary Instruction.				
	Greek.	Latin.	Mathematics.	Modern Languages.	Scie[illegible]
South-eastern -	957	2,084	1,138	1,456	254
South Midland -	954	1,811	759	1,234	309
Eastern - -	474	1,206	545	1,011	92
South-western -	680	1,355	709	879	160
North Midland -	958	1,908	669	1,079	234
	4,023	8,364	3,820	5,659	1,049

[1] Excluding Eton, Winchester, Harrow, Marlborough, Wellington, and Portsmouth.

NUMBER of SCHOLARS in Endowed Schools of each Grade, distinguishing Boarders and Day Scholars. FIVE AGRICULTURAL DIVISIONS.

Divisions.	1st Grade.		2nd Grade.		3rd Grade.	
	Boarders.	Day Scholars.	Boarders.	Day Scholars.	Boarders.	Day Scholars.
South-eastern -	948	292	675	509	106	823
South Midland	413	630	121	894	50	1,268
Eastern - -	278	210	546	811	70	959
South-western -	302	216	289	678	55	690
North Midland	650	456	112	969	115	1,282
Total -	2,591	1,804	1,743	3,861	396	5,022

C. THE MANUFACTURING DISTRICTS.

C. 1.—*West Midland Division.*

WEST MIDLAND DIVISION.

The west midland division includes six counties, Gloucestershire, Herefordshire, Shropshire, Staffordshire, Worcestershire, and Warwickshire, having an urban population of 1,291,930 inhabitants, making with the surrounding population of 1,174,706, a total for the division of 2,466,636. It contains four towns, having each 100,000 inhabitants or upwards, and six others above 20,000; 28 towns, each with from 20,000 to 5,000 inhabitants, and 29 towns with fewer than 5,000; 67 towns in all. 67 towns.

Of these 67 towns, 22, with a united population of 245,712, have no grammar school endowments. There remain 45 towns, making, together with 48 places not reckoned as towns, 93 places having such endowments. 93 places with endowments.

Among these are Shrewsbury and Rugby, which were included in the Nine schools referred to a former Commission, and Bristol, Wolverhampton, and Birmingham, of which we have already spoken above, and on the last of which a special report will be found in our fifth chapter.

Value and Distribution of the Endowments.—If the foundations named in the preceding para[illegible] excluded, there remain in the division 92 endowed sc[illegible] secondary education, three of which have more than [illegible]rtment. The annual incomes amount to 18,053*l.* a[illegible]ons to 2,488*l.* Six schools in Shropshire (of which Shrewsbury is one) are entitled to certain exhibitions from a trust of the value of about 800*l.* a year. Income, 21,500*l.*

WEST MIDLAND DIVISION.

There are 32 classical schools with 1,744 scholars; 21 semi-classical with 927 scholars; 22 non-classical with 893 scholars: there are nine elementary;[1] the income of six is paid over to the parish schools; and five are in abeyance. The total number of scholars in these schools, excluding the elementary, is returned as 3,564. Of the 32 classical schools, only 13 retain their scholars long enough to rank in the first grade, and four[2] of these have fewer than 50 scholars each.

Two of the counties in this division require special notice for the generally unsatisfactory condition of their endowed schools.

Gloucestershire.

Gloucestershire has (besides Bristol) 17 foundations for secondary education, and none of these, except the cathedral school at Gloucester, and Cheltenham and Chipping Campden grammar schools, are reported to be at all efficient as places of secondary instruction. The Crypt school at Gloucester has, like Chipping Campden, excellent buildings, but is reported to be steadily declining in numbers.

Herefordshire.

In Herefordshire the endowments, with two exceptions, are generally inferior in amount. The Hereford Cathedral School, so far as we know, is the only efficient secondary school. Lucton has a noble endowment (1,346*l.* net), but our Assistant Commissioner was not allowed to examine the scholars. 50 of the boys from neighbouring parishes are clothed as well as taught, and are apprenticed on leaving the school, 30*l.* being paid with each boy for the purpose. There is no doubt the results of this endowment are quite inadequate.

Mr. Green has made several important suggestions for dealing with the schools in his district, viz., the counties of Stafford and Warwick. Some of these do not appear to us to be confirmed by the evidence supplied from other parts of England. Some we have adopted, wholly or partially, in our general recommendations. His account of the instruction given in his district has been already quoted.[3]

We will now call attention to some of the endowments in this very populous division.

Seven places with 800*l.* per annum.

There are in this division—exclusive of the great foundations of Rugby, and Shrewsbury, and of the three towns with a population over 100,000, Bristol, Wolverhampton, and Birmingham—[4] seven places [illegible]mmar school revenues, including exhibitions, exceed 800*l.* [illegible]um. Two are large manufacturing towns, Coventry an[illegible]ll; the funds are spent on day schools in the secon[illegible]rd grade. Three are cathedral

[1] Besides four at Wolverley.

[2] Chipping Campden, Ludlow, Atherstone, and Warwick.

[3] pp. 135, 136.

[4] Walsall, Coventry, Hereford, Gloucester, Worcester, Cheltenham, Lucton.

cities, in each of which there is a classical school of the first grade attached to the cathedral, with nearly 100 scholars. In two of them there is a second classical school of a lower grade. The sixth place, Cheltenham, has about 40,000 people. The endowment is applied to a first-grade classical school, side by side with the Proprietary College. Of the seventh, Lucton, we have already spoken.

WEST MIDLAND DIVISION.

[1]Six foundations exceed 500*l.* per annum (exhibitions included); four in towns, and two in country places. It may be doubted whether in any one of these places there is a commensurate public benefit. Of Wolverley we have spoken in the preceding chapter.[2]

Two boarding schools, Bromsgrove and Brewood, require especial notice. Bromsgrove has little endowment, besides exhibitions, but has become a successful first-grade classical boarding school: the latter has succeeded in combining success in the local examinations with preparation for Cambridge. It has 65 boarders and 26 day boys. It is the first case to which we have as yet been able to point as making up for a small number of scholars learning Greek by a fair number learning science.

Bromsgrove and Brewood.

Besides these foundations there are numerous cases of schools in country places with funds above 100*l.* Some have been by usage or process of law diverted from the purpose of secondary education, others are producing the most feeble effect on education of any kind.

Many above 100*l.*

The number of schools in which Greek and Mathematics are taught to 10 or more scholars, and Latin to 25 or more, stand thus:—

Counties.	Total Number of Endowed Schools.[3]	Number of Schools in which there are respectively					
		10 Scholars learning Greek.	25 Scholars learning Latin.	20 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Gloucester -	14	4	5	6	2	3	3
Hereford -	10	2	2	2	1	1	1
Salop - -	11	3	4	3	2	3	2
Stafford - -	25	6	8	5	1	5	1
Worcester -	21	4	6	4	2	3	3
Warwick -	12	4	7	5	1	3	1
Total for the division	93	23	32	25	9	18	11

[1] Northleach, Ludlow, Newport, Stourbridge, Wolverley, Warwick. [2] p. 211.

[3] Besides five in abeyance; and Rugby, Shrewsbury, Birmingham, Wolverhampton, and Bristol.

County of GLOUCESTER.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment. £	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together. 500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classification according to Character of *Instruction* given. Classical.	Semi-Classical.	Non-Classical.	Classification according to *Age* of Scholars. 1st Grade.	2nd Grade.	3rd Grade.
Places called Cities and Towns in Census.															
Bristol:	154,093														
(1) *Grammar Sch.*	"	225	- -	7	705	200	Bristol	- - -	- - -	Bristol	- - -	- - -	Bristol.		
(2) *St. Mary Redcliffe.*	"	*In abeyance*	- - -		17	- -	- - -	- - -	Bristol.						
Cheltenham -	39,693	103	17	3	790	* 75	Cheltenham	- - -	- - -	Cheltenham	- - -	- - -	Cheltenham.		
Gloucester:	16,512														
(1) *Cathedral Sch.*	"	57	36	2	420*	- -	- - -	Gloucester	- - -	Gloucester	- - -	- - -	Gloucester.		
(2) *Crypt Grammar School.*	"	49	5	- -	527	75	Gloucester	- - -	- - -	Gloucester	- - -	- - -	- - -	Gloucester.	
Cirencester -	6,336	18	7	- -	26	- -	- - -	- - -	Cirencester	- - -	Cirencester	- - -	- - -	Cirencester.	
Tewkesbury -	5,876	24	8	- -	47	- -	- - -	- - -	Tewkesbury	- - -	Tewkesbury	- - -	- - -	- - -	Tewkesbry.
Wotton - under - Edge.	2,734	18	- -	1	348	- -	- - -	Wotton -	- - -	Wotton -	- - -	- - -	- - -	- - -	Wotton.
Tetbury - -	2,285	*Paid to Nat. S.*		- -	70	- -	- - -	- - -	Tetbury.						
Places not called Towns in Census.															
Newland - -	5,147	12	- -	- -	85	- -	- - -	- - -	Newland -	- - -	Newland -	- - -	- - -	- - -	Newland.
Thornbury -	4,494	27	1	2	30	- -	- - -	- - -	Thornbury	Thornbury	- - -	- - -	- - -	Thornbury.	
Winchcombe:	2,937														
(1) *King Henry VIII's Sch.*	"	37	- -	- -	9	- -	- - -	- - -	Winchcmb	- - -	- - -	Winchcmb	- - -	- - -	Winchcmb.
(2) *Lady P. Chandos's Sch.*	"	24	- -	- -	83	- -	- - -	- - -	Winchcmb	- - -	- - -	Winchcmb	- - -	- - -	Winchcmb.
Henbury - -	2,482	47	7	- -	222	- -	- - -	Henbury -	- - -	- - -	- - -	Henbury -	- - -	- - -	Henbury.
Stow-on-the-Wold	2,077	*In abeyance*	- - -	- -	13	- -	- - -	- - -	Stow.						
Chipping Campden	1,975	21	7	- -	80	75	- - -	- - -	Campden	Campden	- - -	- - -	Campden.		
Northleach -	1,404	12	40	- -	391	75	Northleach	- - -	- - -	- - -	Northleach	- - -	- - -	Northleach.	
Chipping Sodbury	1,112	*In abeyance*	- - -	- -	242	- -	- - -	Sodbury.							
Wickwar - -	949	35	- -	- -	152	- -	- - -	- - -	Wickwar	- - -	- - -	Wickwar	- - -	- - -	Wickwar.

* Amount spent by Dean and Chapter.

Towns without Endowments for Grammar or other secondary Schools.

Stroud - -	9,090	11,567
Dursley - -	2,477	

County of HEREFORD.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Hereford	15,585	50	40	6	93	919	Hereford			Hereford			Hereford.		
Leominster	5,658	*Paid to Nat.Sch.*			25				Leominster.						
Ross	3,715	*Not stated*			10				Ross			*Ross*			*Ross.*
Ledbury	3,263	*Paid to Nat.Sch.*			10				Ledbury.						
PLACES NOT CALLED TOWNS IN CENSUS.															
Kington	3,076	26	2		290			Kington			Kington				Kington.
Bromyard	2,995	23			35*				Bromyard			Bromyard			Bromyard.
Colwall	1,628	63			30†				Colwall			Colwall			Colwall.
Bosbury	1,090	*Not stated*			59				Bosbury			*Bosbury*			*Bosbury.*
Eardisland	894	*Not stated*			55				Eardisland			*Eardisland*			*Eardisland.*
Lucton	174	61	19	4	1,346		Lucton			Lucton				Lucton.	

* Goldsmith's Company add 16*l.* per annum.

† Grocer's Company add 15*l.* per annum.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

None.

County of SALOP.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
Places called Cities and Towns in Census.															
[*Shrewsbury	22,163	Included in Nine Schools Commission.]													
Bridgnorth	7,699‡	11	1	1	31	†	-	-	Bridgnorth	Bridgnorth	-	-	-	Bridgnorth.	
Oswestry	5,414	23	55	5	254	†	-	Oswestry	-	Oswestry	-	-	Oswestry.		
Ludlow	5,178	34	12	1	510	82	Ludlow	-	-	Ludlow	-	-	Ludlow.		
Whitchurch	3,704	26	26	1	421	-	-	Whitchrch.	-	Whitchrch.	-	-	-	Whitchrch.	
Market Drayton, or Drayton-in-Hales.	3,661	16	8	-	25	-	-	-	Drayton	-	Drayton	-	-	Drayton.	
Newport	2,856	74	1	2	553	†	Newport	-	-	Newport	-	-	-	Newport.	
Shiffnal	2,046	*Paid to Nat. School*			18	†	-	-	Shiffnal.						
Places not called Towns in Census.															
Wem	3,802	21	3	1	218	†	-	Wem	-	-	Wem	-	-	Wem.	
High Ercal	1,969	40	17	-	84	†	-	-	High Ercal	-	High Ercal	-	-	-	High Ercal.
Worfield	1,785	18	-	-	40	-	-	-	Worfield	-	-	Worfield	-	-	Worfield.
Bitterley	972	11	20	-	34	-	-	-	Bitterley	-	Bitterley	-	Bitterley.		
Donnington-in-Wrexeter.	456	*In abeyance*		-	26	†	-	-	Donnington.						

* The net incomes and exhibitions of Shrewsbury are about 2,286*l.* † Compete for Careswell exhibitions. ‡ The population is that of the Parliamentary Borough.

Towns without Endowments for Grammar or other Secondary Schools.

Madeley	*6,374	30,742
Dawley Magna	6,365	
Wellington	5,576	
Broseley	4,724	
Ironbridge	3,095	
Much Wenlock	*2,494	
Ellesmere	2,114	

* Form part of the straggling Borough of Wenlock.

COUNTY OF STAFFORD.

Places having Endowment for Grammar or other Secondary Schools.	Population in 1881.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibition* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Wolverhampton	147,670 *	157	- -	3	880	- -	Wolverhampton.	- - -	- - -	Wolverhampton.	- - -	- - -	- - -	Wolverhampton.	
Walsall	37,760	73 / 46	- -	- -	795	20	Walsall	- - -	- - -	- - - / - - -	Walsall	- - - / Walsall	- - -	Walsall.	
Burton-on-Trent	13,671	74	6	- -	439	- -	- - -	Burton	- - -	Burton	- - -	- - -	- - -	- - -	Walsall: Burton.
Newcastle-under-Lyme.	12,938	53	12	- -	90	- -	- - -	- - -	Newcastle	- - -	Newcastle	- - -	Newcastle.		
Stafford	12,532	63	7	1	146	- -	- - -	- - -	Stafford	Stafford	- - -	- - -	- - -	Stafford.	
Lichfield	6,893	19	9	- -	46	- -	- - -	- - -	Lichfield	Lichfield	- - -	- - -	- - -	Lichfield.	
Stone	4,509	15	8	- -	15	- -	- - -	- - -	Stone†	- - -	Stone	- - -	- - -	Stone.	
Rugeley	4,362	25	7	- -	282	- -	- - -	Rugeley	- - -	Rugeley	- - -	- - -	- - -	Rugeley.	
Tamworth	4,326	*In abeyance*		- -	54	- -	- - -	- - -	Tamworth.						
Uttoxeter	3,645	22 / 20	7	- -	13	- -	- - -	- - -	Uttoxeter†	Uttoxeter	- - -	- - - / Uttoxeter	- - -	Uttoxeter. / Uttoxeter.	
Kinver	2,163	17	3	- -	145	- -	- - -	- - -	Kinver	Kinver	- - -	- - -	- - -	Kinver.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Handsworth	11,459	144	- -	- -	200	- -	- - -	Handswrth	- - -	- - -	Handswrth	- - -	- - -	Handswrth.	
Audley	6,494	31	- -	- -	125	- -	- - -	- - -	Audley	- - -	- - -	Audley	- - -	Audley.	
Cannock	3,964	19	35	- -	8	- -	- - -	- - -	Cannock	- - -	Cannock	- - -	- - -	Cannock.	
Newchapel	3,440	31	- -	- -	120	- -	- - -	- - -	Newchapel	- - -	- - -	Newchapel	- - -	- - -	Newchapel.
Brewood	3,399	26	65	3	432	- -	- - -	Brewood	- - -	Brewood	- - -	- - -	Brewood.		
Gnosall	2,400	42	- -	- -	40	- -	- - -	- - -	Gnosall	- - -	- - -	Gnosall	- - -	- - -	Gnosall.
Aldridge	2,254	46	- -	- -	140	- -	- - -	- - -	Aldridge	- - -	- - -	*Aldridge*	- - -	- - -	*Aldridge.*
Madeley	1,940	78	- -	- -	100	- -	- - -	- - -	Madeley	- - -	- - -	*Madeley*	- - -	- - -	*Madeley.*
Barton-under-Needwood.	1,589	88	- -	- -	19	- -	- - -	- - -	Barton	- - -	- - -	Barton	- - -	- - -	Barton.
Dilhorne	1,573	80	- -	- -	208	- -	- - -	Dilhorne	- - -	- - -	- - -	*Dilhorne*	- - -	- - -	*Dilhorne.*
Abbots Bromley	1,538	18	3	- -	20	- -	- - -	- - -	Bromley.	- - -	- - -	Bromley.	- - -	- - -	Bromley.
Rolleston	956	33	- -	- -	36	- -	- - -	- - -	Rolleston	- - -	- - -	Rolleston	- - -	- - -	Rolleston.
Church Eaton	643	56	- -	- -	125	- -	- - -	- - -	Ch. Eaton	- - -	- - -	Ch. Eaton	- - -	Ch. Eaton.	
Bradley	597	25	- -	- -	146	- -	- - -	- - -	Bradley	- - -	- - -	Bradley	- - -	- - -	Bradley.

* The Population is that of the Parliamentary Borough, including Bilston, Sedgley, Wednesfield, and Willenhall.
† Amount paid by Trin. Coll., Cambridge, is 100*l.* per annum to Stone and 150*l.* to Uttoxeter.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Stoke-upon-Trent	69,254	101,207
Hanley	31,953	
West Bromwich	17,024	146,765
Wednesbury	15,298	
Leek	10,045	
Cheadle	3,191	

COUNTY OF WORCESTER.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Dudley	44,975	69	3	1	235	60	-	Dudley	-	-	Dudley	-	-	Dudley.	
Worcester:	31,227														
(1) *Cath. Sch.*	„	85	9	2	*556	114	Worcester	-	-	Worcester	-	-	Worcester.		
(2) *Q. Elizabeth's Gram. Sch.*	„	48	-	-	333	-	-	Worcester	-	Worcester	-	-	-	-	Worcester.
Kidderminster:	15,899														
(1) *Gram. Sch.*	„	4	2	4	439	-	-	Kiddermr	-	Kiddermr	-	-	-	-	Kiddermr.
(2) *Pearsall's Sch.*	„	24	-	-	90	-	-	-	Kiddermr	-	Kiddermr	-	-	Kiddermr	
Stourbridge	8,166	64	-	-	455	58	Stourbgde	-	-	Stourbdge	-	-	-	Stourbdge.	
Bewdley	7,084	19	-	-	60	-	-	-	Bewdley	-	Bewdley	-	-	-	Bewdley.
Bromsgrove	5,262	22	92	21	35	*420	-	Bromsgrve	-	Bromsgrve	-	-	Bromsgrve.		
Evesham	4,680	28	7	-	13	-	-	-	Evesham	-	Evesham	-	-	Evesham.	
Halesowen	2,911	55	-	-	116	-	-	-	Halesowen	-	Halesowen	-	-	Halesowen.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Feckenham	3,217	*Paid to Nat. Sch.*			57	-	-	-	Feckenhm.						
Wolverley	2,905	14	-	-	524	-	Wolverley	-	-	{ -	-	Wolverley	-	-	Wolverley.
												†*Wolverley*	-	-	*Wolverley.*
Hartlebury	2,115	36	17	1	356	-	-	Hartlebury	-	-	Hartlebury	-	-	Hartlebury.	
King's Norton	1,855	35	-	-	13	-	-	-	King's Ntn	-	-	King's Ntn	-	-	King's Ntn.
Hanley Castle	1,783	66	-	-	223	-	-	Hanley C.	-	-	-	*Hanley C.*	-	-	*Hanley C.*
Rock	1,379	*Paid to Nat. Sch.*			5	-	-	-	Rock.						
Martley	1,298	31 *about.*	-	-	61	-	-	-	Martley	-	-	*Martley*	-	-	*Martley.*

* Amount spent by Dean and Chapter.

† There are *four* Elementary Schools.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Oldbury	15,615	31,699
Redditch	5,571	
Great Malvern	4,484	
Droitwich	3,124	
Pershore	2,905	

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Birmingham	296,076														
(1) *Classical Sch.*		216	19	16						Birmnghm.			Birmnghm.		
(2) *English Sch.*		215	4								Birmnghm.			Birmnghm.	
(3) *Lower Sch.*		60			£	£					Birmnghm.				Birmnghm.
(4) *Bath Row*		131			9,506	150	Birmnghm.					Birmnghm.			Birmnghm.
(5) *Edward St.*		125									Birmnghm.				Birmnghm.
(6) *Gem St.*		124										Birmnghm.			Birmnghm.
(7) *Meriden St.*		137										Birmnghm.		Birmnghm.	
Coventry	40,936	58	4	2	750	235	Coventry			Coventry				Coventry.	
Warwick	10,570	39	4	2	410	195	Warwick			Warwick			Warwick.		
[Rugby*	7,818	Included in Nine Schools Commission.]													
Nuneaton	4,645	25			229			Nuneaton			Nuneaton				Nuneaton.
Atherstone	3,857	26	9	3	217			Atherstone		Atherstone			Atherstone.		
Stratford-on-Avon	3,672	27			338	30		Stratford		Stratford				Stratford.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Sutton Coldfield	4,662	32	24		361			Sutton		Sutton				Sutton	
Solihull	3,329	23	3		100				Solihull	Solihull				Solihull.	
Coleshill	2,053	32	8		220			Coleshill		Coleshill					Coleshill.
Kingsbury	1,428	110			31				Kingsbury			Kingsbury			Kingsbury.
Priors Salford	858	55			46				Salford			*Salford*			*Salford.*
Monks Kirby	596	79			54				M. Kirby			M. Kirby			M. Kirby.
Hampton Lucy	435	13			80	55			Hampton			Hampton			Hampton.

* The Net income and Exhibitions of Rugby School are about 6,600*l.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Leamington	17,958	24,939
Bedworth	3,968	
Kenilworth	3,013	

NORTH-WESTERN DIVISION.

C. 2.—*North-western Division.*

The North-western Division consists of Cheshire and Lancashire, having an urban population of 1,962,759 inhabitants, making, with the rural population 972,109, a total for town and country 2,934,868.

[1] 63 towns. The division contains three towns having each a population of nearly 100,000 or upwards, 14 other towns above 20,000, 29 towns each with from 20,000 to 5,000 inhabitants, and 17 towns with fewer than 5,000; 63 towns in all.

95 grammar schools. Of these 63 towns, 32, with a united population of 768,945, have no grammar school endowments.

The number of towns having endowments for grammar schools is 31, of other places not reckoned as towns 64, making in all 95 places having endowments for secondary education. Two of these, Oldham and Manchester, are included in our list of large towns above. On the case of Manchester we shall make a special report in our fifth chapter.

Income 10,265*l.* *Value and Distribution of Endowments.*—Omitting these, the net annual value of the endowments, exclusive of the value of the buildings, is 9,955*l.*, besides 310*l.* in the form of exhibitions. There are, besides Manchester, 16 classical schools, with 1,185 scholars; 31 semi-classical schools, with 1,615 scholars; 16 non-classical schools, besides Oldham, with 1,074 scholars; there are 34 elementary schools; the income of one is paid over to parish schools; and 2 are in abeyance. The total number of scholars in these schools, excluding the elementary, is 3,874.

Only five first grade. Of these schools only one in Cheshire and four in Lancashire are in the first grade. Of the 31 semi-classical schools only 22 are in the second grade; making with some of the classical schools 33 in the second grade. The remainder, being nearly 60 per cent. of the whole, are in the third grade, or are elementary.

Contrast of rural districts. Mr. Bryce points out the marked contrast in the rural part of North Lancashire as compared with the manufacturing district of South Lancashire. A contrast, though not exactly similar, might be pointed out between the dairy and manufacturing districts of Cheshire. In both counties, however, there is evidence of a demand for a better use of endowments for rural grammar schools.

Mr. Bryce draws an important distinction between schools for the town and schools for the district.[2] He states[3] that out

[1] Counting Manchester and Salford as only one.
[2] p. 504. [3] p. 503.

NORTH-WESTERN DIVISION.

of 29 or 30 classical and semi-classical schools in Lancashire there are but five in which boarders bear a large proportion to day boys. Of these only one is in a large town, Preston; at which, according to our returns, the boarders are 12; day boys, 98.

Few very rich schools in large towns.

The only cases of large towns, besides Manchester, possessing endowments over 500*l.* per annum, are those of Macclesfield, which has a classical school with 800*l.* a year and a modern school with 400*l.* a year; and Bury, which has a classical school with an income of 539*l.* a year. In the case of Macclesfield, the classical school has 47 pupils, on whom, therefore, the expenditure from the endowment is 17*l.* a head. The modern school has 101 pupils at an expenditure from the endowment of 4*l.* per head. Of these 25 boys are learning mathematics and 51 natural science. In the cases of the two classical schools of Macclesfield and Bury there are not 25 scholars learning mathematics in each school, and none learning natural science.

Among the towns with not more than 20,000 population there are none with very large endowments.

Schools in small places.

In smaller towns and villages the largest endowments are at Kirkham 452*l.*, Penwortham 370*l.*, Great Crosby 379*l.* and Witton (Northwich), 337*l.* per annum. Witton has only 45 day scholars and no boarders. There are also five other endowments of between 200*l.* and 300*l.* a year.[1] In two only of these nine schools, with a small proportion of boarders, does the number of scholars exceed 100.

Penwortham has a large endowment, amounting to nearly 1,000*l.* per annum, scattered among four branch schools besides the grammar school. "Its effect," says Mr. Bryce,[2] "is simply to save the "poor people from paying the penny or twopence a week which "they would pay to a national school, and to "relieve the farmers and landowners from the subscriptions "which would otherwise be expected from them." Mr. Bryce compares this to the Wolverley case, to which we have already referred.[3]

As regards the remaining endowments, which are of moderate amount, they fall under three heads:—

1. Slenderly endowed schools in country towns;
2. Village schools in the northern part of Lancashire;
3. Village schools in the south of Cheshire.

Rural grammar schools may yet do good.

Mr. Bryce having clearly pointed out how the action of the grammar schools in the small towns upon the neighbouring country has been affected by the creation of railways and by the

[1] Clitheroe, Blackrod, Rivington, Hawkshead, Sandbach.
[2] Bryce, p. 700. [3] Above, p. 211.

NORTH-WESTERN DIVISION.

rise of the proprietary schools, states that, while in some parts of England "these changes have been fatal to grammar schools," "the small grammar schools in Lancashire have accepted their "changed position, and though they cling to Latin, give a solid "commercial education." He adds, that they may yet do "humble but substantial service to the immediate neighbour-"hood."[1] He also points out serious faults in the rural schools as now managed, but shows that they have two countervailing merits, the independence, and sometimes genuine culture of the schoolmaster, and a less distinctively plebeian character in the school.[2] He shows also the risk of losing the advantage offered by these endowments for the encouragement of education above the elementary.

Mr. Wright reports demand for third grade rural schools.

As regards the village schools in Cheshire, Mr. Wright in his individual reports, mentions numerous cases[3] indicating an increasing demand for a higher kind of education than the elementary, corresponding to what we have designated as secondary of the third grade, and rising occasionally into the second grade. Several cases are recorded in which such a demand is supported by a readiness to pay fees of various amounts, generally about 3*l.* or 4*l.* on an average.

The number of schools in which Greek or mathematics are taught to 10 or more scholars, and Latin to 25 or more, stands thus:—

Counties.	Total Number of Schools.[4]	NUMBER of SCHOOLS in which there are respectively					
		10 Scholars learning Greek.	25 Scholars learning Latin.	10 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Cheshire -	24	3	5	7	1	1	1
Lancashire -	74	7	14	20	1	8	5
Total for the division -	98	10	19	27	2	9	6

[1] p. 701. [2] p. 691.

[3] See reports on Audlem, Runcorn, Knutsford, Acton, Mottram, Tarvin.

[4] Besides two in abeyance, and Manchester and Oldham.

County of CHESTER.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
Places called Cities and Towns in Census.					£	£									
Stockport	54,681	165	7	—	278	—	—	Stockport	—	Stockport	—	—	—	Stockport.	
Macclesfield	36,101														
(1) *Grammar Sch.*	„	39	8	2	800	—	Macclesfield	—	—	Macclesfield	—	—	Macclesfield.		
(2) *Modern Sch.*	„	101	—	—	400	—	—	Macclesfield	—	—	—	Macclesfield	—	Macclesfield	
Chester	31,110	52	2	—	280*	—	—	Chester	—	Chester	—	—	—	—	Chester.
Congleton	12,344	59	—	—	23	—	—	—	Congleton	—	Congleton	—	—	Congleton.	
Nantwich	6,225	23	2	—	21	—	—	—	Nantwich	—	Nantwich	—	—	Nantwich.	
Knutsford	3,575	18	—	—	29	—	—	—	Knutsford	—	Knutsford	—	—	—	Knutsford.
Sandbach	3,252	54	40	—	215	—	—	Sandbach	—	Sandbach	—	—	—	Sandbach.	
Places not called Towns in Census.															
Frodsham	5,890	146	—	—	47	—	—	—	Frodsham	—	—	*Frodsham*	—	—	*Frodsham.*
Bunbury	4,727	102	6	—	50	—	—	—	Bunbury	—	Bunbury	—	—	Bunbury.	
Lymm	3,769	11	3	—	115	—	—	—	Lymm	—	Lymm	—	—	—	Lymm.
Witton (Northwich).	3,677	45	—	—	337	—	—	Witton	—	—	Witton	—	—	Witton.	
Over	3,454	90	—	—	91	—	—	—	Over	—	—	*Over*	—	—	*Over.*
Mottram (twnshp)	3,406	37	2	—	89	—	—	—	Mottram	—	Mottram	—	—	Mottram.	
Marple (twnship)	3,338	*In abeyance*		—	3	—	—	—	Marple.						
Tarvin	3,319														
(1) *Tarvin Sch.*	„	*School closed*		—	20	—	—	—	Tarvin.						
(2) *Hargrave Sch.*	„	140	—	—	47	—	—	—	Tarvin	—	—	*Tarvin*	—	—	*Tarvin.*
Acton	3,125	46	8	—	10	—	—	—	Acton	—	Acton	—	—	Acton.	
Weaverham	2,782	54	—	—	45	—	—	—	Weaverhm	—	Weaverhm	—	—	—	Weaverhm.
Audlem	2,287	11	—	—	40	—	—	—	Audlem	Audlem	—	—	—	—	Audlem.
West Kirby	2,059	65	—	—	66	—	—	—	West Kirby	—	—	*West Kirby*	—	—	*West Kirby.*
Halton (twnshp)	1,505	88	—	—	37	—	—	—	Halton	—	Halton	—	—	Halton.	
Wallasey (twnshp)	1,415	95	—	—	146	—	—	—	Wallasey	—	—	*Wallasey*	—	—	*Wallasey.*
Malpas	1,037	30	—	—	25	—	—	—	Malpas	—	—	Malpas	—	—	Malpas.
Burton	425	66	—	—	46	—	—	—	Burton	—	—	*Burton*	—	—	*Burton.*
Daresbury (twnshp)	136	72	—	—	54	—	—	—	Daresbury	—	—	*Daresbury*	—	—	*Daresbury.*

* Amount spent by Dean and Chapter.

Towns without Endowments for Grammar or other Secondary Schools.

Birkenhead	51,649*	139,932
Stalybridge	24,921	
Dukinfield	15,024	
Hyde	13,722	
Runcorn	10,434	
Crewe	8,159	
Altrincham	6,628	
Bollington	3,845	
Middlewich	3,146	
New Brighton	2,404	

* The population is that of the Parliamentary Borough.

County of LANCASTER.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Manchester, 357,979 / Salford, 102,449	460,428	- -	252	36	2,480	505	Manchstr.	- - -	- - -	Manchstr.	- - -	- - -	Manchstr.		
Oldham - -	94,344*	39	- -	- -	30	- -	- - -	- - -	Oldham -	- - -	- - -	Oldham -	- - -	Oldham.	
Preston - -	82,985	98	12	1	55†	10	- - -	- - -	Preston -	Preston -	- - -	- - -	- - -	Preston.	
Boltonde-Moors -	70,395	67	- -	- -	349	125	- - -	Bolton -	- - -	Bolton -	- - -	- - -	- - -	Bolton.	
Blackburn -	63,126	83	13	1	113	- -	- - -	- - -	Blackburn	Blackburn	- - -	- - -	- - -	Blackburn.	
Rochdale - -	38,114	37	3	- -	26	- -	- - -	- - -	Rochdale	- - -	Rochdale	- - -	Rochdale.		
Wigan - -	37,658	48	- -	- -	222	- -	- - -	Wigan -	- - -	Wigan -	- - -	- - -	- - -	Wigan.	
Bury - -	37,563	115	6	- -	539	- -	Bury -	- - -	- - -	Bury -	- - -	- - -	- - -	Bury.	
Burnley - -	28,700	53	- -	- -	240	- -	- - -	Burnley -	- - -	- - -	Burnley	- - -	- - -	Burnley.	
Warrington -	26,431	47	3	- -	373	- -	- - -	Warrngtn.	- - -	Warrngtn.	- - -	- - -	Warrngtn.		
Lancaster - -	16,005														
(1.) *Roy. Gr. Sch.*		84	74	11	30	105	- - -	- - -	Lancaster	Lancaster	- - -	- - -	Lancaster.		
(2.) *Friends Sch.*		38	- -	- -	48	- -	- - -	- - -	Lancaster	- - -	Lancaster	- - -	- - -	Lancaster.	
Chorley - -	15,013	22	- -	- -	10	- -	- - -	- - -	Chorley -	- - -	Chorley	- - -	- - -	Chorley.	
Leigh - -	10,621	58	1	- -	25	- -	- - -	- - -	Leigh -	- - -	Leigh -	- - -	- - -	Leigh.	
Middleton -	9,876	37	- -	- -	37	40‡	- - -	- - -	Middleton	Middleton	- - -	- - -	- - -	Middleton.	
Farnworth -	8,720	31	- -	- -	15	- -	- - -	- - -	Farnworth	Farnworth	- - -	- - -	- - -	- - -	Farnworth.
Clitheroe - -	7,000	39	33	2	284	- -	- - -	Clitheroe -	- - -	Clitheroe	- - -	- - -	Clitheroe.		
Ulverston - -	6,630	82	- -	- -	35	- -	- - -	- - -	Ulverston	- - -	Ulverston	- - -	- - -	Ulverston	
Ormskirk - -	6,426	75	3	- -	72	- -	- - -	- - -	Ormskirk	- - -	Ormskirk	- - -	- - -	Ormskirk.	
Colne - -	6,315	36	- -	- -	49	- -	- - -	- - -	Colne -	- - -	Colne -	- - -	- - -	Colne.	
Prescot - -	6,066	12 / 72	- -	- -	132	- -	- - -	- - -	Prescot -	- - -	Prescot / - - -	Prescot -	- - -	- - -	Prescot. / Prescot.
Widnes - -	4,803	43	10	- -	50	- -	- - -	- - -	Widnes -	- - -	Widnes -	- - -	- - -	Widnes.	
Kirkham - -	3,380	99	9	- -	452	- -	- - -	Kirkham -	- - -	- - -	Kirkham	- - -	- - -	Kirkham.	
Newchurch - in Rossendale.	3,115	38	8	- -	48	- -	- - -	- - -	Newchrch.	- - -	Newchrch.	- - -	- - -	Newchrch.	
Dalton - -	2,812	*Elementary. Information very meagre.*					- - -	- - -	Dalton -	- - -	- - -	*Dalton* -	- - -	- - -	*Dalton.*
PLACES NOT CALLED TOWNS IN CENSUS.															
North Meols -	15,047	*Elementary. No information.*					3- - -	- - -	N. Meols -	- - -	- - -	*N. Meols* -	- - -	- - -	*N. Meols.*
Pilkington -	12,303	10	9	- -	35	- -	- - -	- - -	Pilkington	- - -	Pilkington	- - -	- - -	Pilkington.	
Eccleston (*Prescot*)	11,640	*Not stated.*		- -	38	- -	- - -	- - -	Eccleston	- - -	- - -	*Eccleston*	- - -	- - -	*Eccleston.*
Standish - -	10,410	93	- -	- -	80	- -	- - -	- - -	Standish -	- - -	- - -	Standish -	- - -	- - -	Standish.
Ashton in Makerfield.	10,181	52	- -	- -	43	43	- - -	- - -	Asht. in M.	- - -	Asht. in M.	- - -	- - -	- - -	Asht. in M.
Penwortham -	5,488	83	- -	- -	370	- -	- - -	Penwrthm.	- - -	- - -	Penwrthm.	- - -	- - -	- - -	Penwrthm.
Cartmel - -	5,108	16	12	- -	90	- -	- - -	- - -	Cartmel -	- - -	Cartmel -	- - -	- - -	Cartmel.	
Halsall - -	4,672	*Paid to Nat. S.*		- -	13	- -	- - -	- - -	Halsall.	- - -	- - -	- - -	- - -	- - -	

* The population is that of the *Parliamentary* Boroughs. † Corporation spend about 155*l.* in addition. ‡ First preference only.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES NOT CALLED TOWNS IN CENSUS—*cont.*					£	£									
St. Michael-on-Wyre.	4,509	52	-	-	7	-	-	-	St. Michael	-	-	*St. Michael*	-	-	*St. Michael*
Aspull	4,290	*Not stated*		-	15	-	-	-	Aspull	-	-	*Aspull*	-	-	*Aspull.*
Great Crosby	3,794	65	-	-	379	-	-	Crosby	-	-	Crosby	-	-	Crosby,	-
Leyland	3,755	48	-	-	28	-	-	-	Leyland	-	-	Leyland	-	-	Leyland.
Upholland	3,463	17	6	-	74	-	-	-	Upholland	-	Upholland	-	-	-	Upholland.
Lathom	3,385	80	-	-	35	-	-	-	Lathom	-	-	*Lathom*	-	-	*Lathom.*
Cockerham	2,922	154	-	-	11	-	-	-	Cockerham	-	-	*Cockerham*	-	-	*Cockerham.*
Blackrod	2,911	58	-	1	254	-	-	Blackrod	-	-	-	Blackrod	-	Blackrod.	-
Lowton	2,384	34	-	-	14	-	-	-	Lowton	-	-	*Lowton*	-	-	*Lowton.*
Warton	2,161	36	-	-	50	-	-	-	Warton	-	-	Warton	-	-	Warton.
Hawkshead	2,081	6 61	11 8	2	224	-	-	Hawkshead	-	Hawkshead	-	-	-	Hawkshead.	-
										-	-	Hawkshead	-	-	Hawkshead.
Tarleton	1,987	69	-	-	31	-	-	-	Tarleton	-	-	Tarleton	-	-	Tarleton.
Colton	1,794														
Finsthwaite Sch.		30	-	-	8	-	-	-	Colton	-	-	*Colton*	-	-	*Colton.*
Bolton-le-Sands	1,713	39	-	-	43	-	-	-	Bolton-le-S.	-	-	Bolton-le-S.	-	-	Bolton-le-S.
Marton	1,691	63	-	-	55	-	-	-	Marton	-	-	*Marton*	-	-	*Marton,*
Goosnargh	1,307														
Colborne's and Threlfall's Sch.	„	110	-	-	60	-	-	-	Goosnargh	-	-	Goosnargh	-	-	Goosnargh.
Broughton (*Kirkby Ireleth.*)	1,183	54	-	-	6	-	-	-	Broughton	-	-	*Broughton*	-	-	*Broughton.*
Urswick	1,080	94	-	-	15	-	-	-	Urswick	-	-	Urswick	-	-	Urswick.
Burtonwood	990	40	-	-	-	-	-	-	*Burtonwd.*	-	-	*Burtonwd.*	-	-	*Burtonwd.*
Lea	911	23	-	-	80	-	-	-	Lea	-	-	*Lea*	-	-	*Lea.*
Preesall with Hackensall.	812	65	-	-	13	-	-	-	Preesall	-	-	*Preesall*	-	-	*Preesall.*
Whalley	806	6	26	-	35	-	-	-	Whalley	-	Whalley	-	-	Whalley.	-
Tunstall	803	35	-	-	23	-	-	-	Tunstall	-	-	*Tunstall*	-	-	*Tunstall.*
Wray	797	70	-	-	45	-	-	-	Wray	-	-	*Wray*	-	-	*Wray.*
Bretherton	775	61	-	-	69	-	-	-	Bretherton	-	-	*Bretherton*	-	-	*Bretherton.*
Broughton (*Preston*).	709	61	-	-	106	-	-	-	Broughton	-	-	*Broughton*	-	-	*Broughton.*
Clayton-le-Woods	705	*Not stated*		-	9	-	-	-	Clayton	-	-	*Clayton*	-	-	*Clayton.*
Winwick	704	6	23	-	34	-	-	-	Winwick	-	Winwick	-	-	Winwick.	-
Halton—															
Aughton Sch.	670	14	-	-	78	-	-	-	Halton	-	-	Halton	-	-	Halton.
Eccleston (*St. Michael's-on-Wyre*):	644*														
(1) *Copp Sch.*	„	*Not stated*		-	45	-	-	-	Copp	-	-	*Copp*	-	-	*Copp.*
(2) *Lane Head S.*	„	*Not stated*		-	5	-	-	-	Lane Head	-	-	*Lane Head*	-	-	*Lane Head.*
Over Wyersdale—	524														
Abbeystead Sch.	„	72	6	-	110	-	-	-	Abbeystead	-	-	Abbeystead	-	-	Abbeystead.
Stalmine	471	51	-	-	94	-	-	-	Stalmine	-	-	*Stalmine*	-	-	*Stalmine.*

* The population is included in St. Michael-on-Wyre

COUNTY OF LANCASTER—*cont.*

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES NOT CALLED TOWNS IN CENSUS—*cont.*					£	£									
Clifton with Salwick.	447	23	- -	- -	13	- -	- - -	- - -	Clifton with S.	- - -	- - -	*Clifton with S.*	- - -	- - -	*Clifton with S.*
Heskin - -	439	72	- -	- -	45	- -	- - -	- - -	Heskin -	- - -	- - -	*Heskin* -	- - -	- - -	*Heskin.*
Bispham with Norbreck.	437	75	2	- -	70	- -	- - -	- - -	Bispham with N.	- - -	- - -	Bispham with N.	- - -	- - -	Bispham with N.
Kirkland - -	388	37	- -	- -	24	- -	- - -	- - -	Kirkland	- - -	- - -	*Kirkland*	- - -	- - -	*Kirkland*
Bleasdale - -	372	*Not stated*		- -	22	- -	- - -	- - -	Bleasdale	- - -	- - -	*Bleasdale*	- - -	- - -	*Bleasdale.*
Rivington -	369	137	16	- -	231	- -	- - -	Rivington	- - -	- - -	Rivington	- - -	- - -	- - -	Rivington.
Bispham -	277	72	5	- -	121	- -	- - -	- - -	Bispham	- - -	- - -	Bispham	- - -	- - -	Bispham.
Kirkby Ireleth -	200	*Not stated*		- -	18	- -	- - -	- - -	Kirkby Ireleth.	- - -	- - -	*Kirkby Ireleth.*			*Kirkby Ireleth.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS

Liverpool - -	443,938	
Ashton - under Lyne.	34,886	
St. Helen's -	18,396	
Over Darwen -	14,327	
Accrington -	13,872	
Heywood - -	12,824	
Todmorden -	11,797	
Bacup - -	10,935	
Southport - -	8,940	
Hindley - -	8,477	
Haslingden -	6,929	629,013
Droylsden -	5,986	
Newton in Makerfield.	5,909	
Padiham - -	5,675	
Tyldesley - -	3,950	
Fleetwood on Wyre	3,834	
Blackpool - -	3,506	
Much Woolton -	3,296	
Great Harwood -	3,294	
Church - -	3,000	
Atherton - -	2,692	
Lytham - -	2,556	

C. 3. *Yorkshire Division.*

YORKSHIRE.

The Yorkshire Division has four towns with nearly 100,000 inhabitants or upwards, four towns with above 20,000 inhabitants, but under 100,000, 21 towns from 20,000 to 5,000, and 19 below 5,000; in all 48 towns with an urban population of 1,006,390. The remaining population is 1,027,220, making in all 2,033,610. Of these 48 towns, 19, having a population of 149,441, have no endowed grammar schools. 48 towns.

The number of towns having endowments for grammar schools is 29, of other places not counted as towns 74; making in all 103 places having grammar school endowments, some having more than one school. 101 grammar schools.

Value and Distribution of the Endowments.—Omitting the four largest towns, Leeds, Sheffield, Bradford, and Hull, included in our former list, the total annual value of the endowments exclusive of buildings, is 14,195*l.*, besides 998*l.* in the form of exhibitions. Moreover, six schools in the county, besides Leeds and Bradford, compete for the ten Hastings exhibitions at Queen's College, Oxford, of the value of 75*l.* a year each.

There are, besides Leeds and Bradford, 17 classical schools, with 1,024 scholars; besides Leeds and Sheffield, 27 semi-classical, with 1,017 scholars; besides Hull, 28 non-classical, with 1,299 scholars; there are 22 elementary; the income of 5 is paid over to parish schools and 2 to private schools; 5 are in abeyance. Of the 17 classical schools only 8 are in the first grade. The total number of scholars in all the schools,[1] excluding the elementary, is returned as 3,344, including 4 at a private school.

Half teach no Latin. Inferior to national and British schools.

More than half of the 111 grammar schools of Yorkshire have ceased to teach Latin. There are more than 50 schools in which no subject peculiar to secondary instruction is taught. It is needless to follow the condition of the non-classical grammar schools of Yorkshire into detail. Mr. Fitch, speaking of those of the West Riding, says, in his General Report,[2] "leaving Latin "out of the question, the attainments of the boys in the great "majority of these schools are far inferior to those of children "of the same age in the average national and British schools, "and their whole aspect as places of healthy work and of "cheerful moral discipline far less satisfactory." Mr. Fitch subsequently visited all the grammar schools in the other two ridings. In his detailed reports will be found over and over again in substance the same remark. "It is difficult to under-"stand that this school serves any useful purpose;"[3] "this

[1] Excluding Leeds, Bradford, Sheffield, and Hull.
[2] p. 176. [3] Masham, N.R., Bedale.

YORKSHIRE.

"endowment serves no other purpose than to prevent the main-
"tenance of a good elementary school in the village;"[1] "this
"school in its present state hinders rather than promotes the
"civilization of the place;"[2] or "a school of this kind does great
"harm to the community."[3] On the other hand Mr. Fitch's
"testimony is not less strong to the fact that good secondary
schools "would, if established, be very popular, and attended by
"the children of the farmers and tradesmen."[4]

Number of scholars learning classics.

If we turn to the classical or semi-classical schools, we are again aided by a comprehensive statement in Mr. Fitch's General Report. He estimated that, in his district (the West Riding and Ainsty of York), "20,533 male scholars might be presumed to be "at places of education above the rank of a primary school."[5]

Number able to read easy Latin.

He found that out of the 65 grammar schools, 29 professed to teach Latin: in these 29 schools he found but 1,836 scholars, of whom 1,027 were learning Latin, and 369 learning Greek, but only 475 were able to read a simple Latin author.

Mr. Fitch further selected from the 29 Latin schools three which take the highest place in his district, viz., Leeds, York, and Doncaster. Of the 1,027 boys learning Latin, two-fifths, and of those reading a simple Latin author or learning Greek, more than half, were to be found in those three schools.

Most of the best in three schools.

Doncaster.

Doncaster school is especially interesting, as its endowment is almost nothing; but it receives considerable support from the municipal corporation. New buildings are in course of erection by public subscription. Mr. Fitch adds his own opinion that "much of the vitality of the school is owing to the fact that "it possesses none of the wealth which in so many instances "proves to be an encouragement to indolence." "At present "every scholar pays, either directly or indirectly, the full cost "of education; and the fees and the profits on boarders are on "such a scale that they yield a handsome revenue."[6]

We have referred to these particular cases because they involve principles which, whether they be accepted in all their unqualified breadth, as stated by our Assistant Commissioner, or not, cannot fail to awaken attention and serious discussion in a district with which he has long been well acquainted, and because the instances referred to have a typical character, tending to illustrate any general statement of the facts as

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[1] Catterick. [2] Bridlington, E. R. [3] Easingwold, N. R.
[4] Bedale. See also North Allerton. [5] Fitch, General Report, p. 108.
[6] Mr. Fitch has commented at some length on the case of this school, a passage which we have quoted in chap. ii. p. 159.

regards the grammar schools of the northern manufactory districts. We proceed now to make briefly such a statement. YORKSHIRE.

Of the eight towns in Yorkshire with a population over 20,000, Huddersfield is the only one without some nucleus of endowment for a grammar school. Eight great towns.

The city of York has very large endowments divided among three schools. The number of scholars in these schools is not absolutely small, nor is the teaching in two of the schools otherwise than efficient. Mr. Fitch points out, however, in his reports on these schools the need for better organization on two vital points, viz.: 1st, that "without doing less for the boys "who are to be prepared for the Universities," "more than at "present" might be "done for the boy who has no such career "before him—for the average scholar whose academical life "must come to an abrupt termination at the age of 15 or 16." 2ndly, "that competition might be opened among the *élite* of "the scholars from the various primary and private schools on "a principle similar to that adopted at Doncaster, so that then "the great boon of a higher education and of access to the "University would not, as at present, be withheld from all but "the sons of rich men." York. Better organization needed.

Among the grammar schools in towns below 20,000 population, and in other places in the three ridings of Yorkshire, it may be noticed, first, that in the East and North Ridings respectively there are two important foundations. Richmond, in the North Riding, has a school moderately endowed in point of income, and with a merely nominal exhibition; but it has honourable traditions and local sympathy; it is a classical school in the first grade, and is rapidly increasing in numbers. Pocklington, in the East Riding, has a large income, 838*l.*, with exhibitions, 160*l.*, the master and the usher being a corporation, and having the management of scattered estates. "In six or "seven years it will be in possession of an unincumbered annual "income of 1,500*l.* a year." The school is not inefficient, but is on the scale "of an expensive private school. Mr. Fitch points out in his report what in his opinion is really wanted, viz., "a "school on a sufficiently large basis to admit the boy who is "going to the University side by side with one who will leave "earlier, and which knows how to do full justice to the "reasonable requirements of both." [1] East and North Ridings, each have a central school. Richmond. Pocklington: What it is. What it ought to be.

There are three schools in small country places in the North Riding with an endowment of about 250*l.* a year each. Kirkby Rich schools doing little.

[1] Fitch, General Report, p. 171.

YORKSHIRE.

Ravensworth, Bolton-on-Swale, and Kirk Leatham. Of these the first named has only 37 scholars, the other two are in abeyance. No school in the North Riding, except Richmond, is in the first grade; in eight schools of the second grade there are less on an average than 30 scholars; in eight schools (second and third grade) the number on an average learning Latin is below four.[1]

West Riding.

Similar statements might be made as to many schools in the West Riding, but it is perhaps more important to direct attention to certain cases of great capability for good.

Rich cases. Rishworth, its narrow benefit.

At Rishworth (Halifax), not counted as a town, is the richest foundation in Yorkshire. Mr. Fitch estimates the gross revenue at 3,000*l.*, and the net revenue applicable to education at 2,000*l.* per annum. Out of this income about 1,500*l.* is spent on the maintenance and education of 55 boys and 15 girls, but Mr. Fitch says of these, "Only a small proportion obtain a higher edu- "cation than they would probably enjoy elsewhere," and "the "salaries of the master and the teaching staff are below those "usually paid to highly qualified teachers." The school is remarkable "as being the only one in Yorkshire of the Christ's "Hospital type, in which the nominations possessed by the "trustees are valuable pieces of patronage." Here, as elsewhere, the girls fail to receive their due share. The school might do much, "in entire harmony with the founder's will," for the class in whom the trustees have shown considerable interest, the "daughters of poorer clergy and decayed professional men," but it does little, and that little not what is suited to their case.[2]

Drax exclusively local.

At Drax, "an agricultural parish remote from any town of "importance, in one of the least populous and progressive dis- "tricts of the West Riding, is a foundation, the property of "which yields a gross revenue of 1,059*l.* of which about 700*l.* "are available for education." This charity is enjoyed exclusively by the inhabitants. Twelve boys whose parents live in the village are boarders; on leaving school they are apprenticed; but "if a boy wishes to select the one employment which is "most accessible and most important here," namely agriculture, he forfeits all the benefit of an outfit and apprentice fee.

In an agricultural district agriculture excluded from benefit.

Hemsworth.

At Hemsworth, a village of 975 inhabitants, is an endowment of 264*l.* A new scheme has lately come into effect, and the school is being re-organized. The future revenue is stated by the master

[1] Thornton, 6; Bowes, 4; Bedale, 5; Easingwold, 2; Masham, 1; Yarm, 4; Gilling, 4; Askrigg, 7.

[2] See Report on Rishworth; also General Report, p. 196.

YORKSHIRE.

to be "360*l.*, and in addition it is entitled, as soon as the funds "will permit, to 300*l.* a year out of Hemsworth Hospital."[1]

Skipton, Giggleswick, Sedbergh. Incomes 2,612*l.*

It remains to notice most emphatically a group of well endowed classical schools, Skipton, Giggleswick,[2] and Sedbergh. Their collective net incomes amount to 2,239*l.*, with exhibitions 373*l.* Skipton, a town with a population below 5,000, is at the junction of the Railways from South Lancashire and the West Riding; Giggleswick and Sedbergh are small places lying further to the north, along the healthy hills of West Yorkshire. It is difficult to imagine a more fortunate collection of educational advantages accessible to the families of the middle classes in the crowded towns of the West Riding and South Lancashire. But the schools are virtually useless; they give no satisfaction to the localities in which they are placed, and they do next to nothing for the public at large; in Skipton and Giggleswick together six boys learn Greek, 58 Latin, 21 mathematics; from Sedbergh we have no returns of subjects, the number of scholars returned is 23.

Benefit nil.

We do not, for the reasons already given, recommend any particular application of these foundations; it is enough to call attention to the need of some authority to deal with them as parts of a whole with reference to the wants of the district.

Many small endowments with few scholars.

Of the remaining schools in the West Riding, it may suffice for the present purpose to notice the fact that there are several cases with endowments varying from about 250*l.* to 100*l.*, and that the number of the scholars rarely exceeds 50, unless the number be swelled by "free scholars" of the labouring classes.

The whole number of grammar schools in Yorkshire in which Greek or mathematics are taught to 10 or more scholars, and Latin to 25 or more, stands thus:—

—	Total Number of Schools,[3]	Number of Schools in which there are respectively—					
		10 Scholars learning Greek.	25 Scholars learning Latin.	10 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
West Riding	63	8	11	10	4	2	3
North Riding	25	1	1	3	—	1	1
East Riding	10	2	3	4	2	3	2
Total for the Division	98	11	15	17	6	6	6

[1] Mr. Fitch suggests that a good boarding school for second grade scholars would be the best form for the second school to take (p. 216. See also special report).

[2] See Mr. Roundell's Evidence, 12,009.

[3] Besides five in abeyance, two paid to Private Schools, and Leeds, Bradford, Sheffield, and Hull.

COUNTY OF YORK—WEST RIDING.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Leeds	207,165														
(1) *Gram. Sch.*	„	173	14	15	1421	50*†	Leeds			Leeds			Leeds.		
(2) *Comm. Sch.*	„	50									Leeds			Leeds.	
Sheffield	185,172	103			120				Sheffield		Sheffield			Sheffield.	
Bradford	106,218	58		1	500	*	Bradford			Bradford				Bradford.	
Halifax	37,014														
Heath Sch.	„	35	5	2	320	†‡		Halifax		Halifax			Halifax.		
Wakefield	23,350	66	13	4	260	340*‡	Wakefield			Wakefield				Wakefield.	
Barnsley	17,890	27			118				Barnsley		Barnsley			Barnsley.	
Doncaster	16,406	80	54	1	6				Doncaster	Doncaster			Doncaster.		
Keighley	15,005														
Keighley Sch.	„	42	6		160				Keighley		Keighley				Keighley.
Harehill Sch.	„	23			23				Harehill			*Harehill*			*Harehill.*
Rotherham	7,598	44			24				Rotherham	Rotherham				Rotherham.	
Batley	7,206	52			208			Batley			Batley			Batley.	
Ripon	6,172	45	11	1	582		Ripon			Ripon			Ripon.		
Knaresborough	5,402	*Paid to Private Sch.*			20				Knaresborough.						
Pontefract	5,346	24			50	*‡			Pontefract	Pontefract				Pontefract.	
Bingley	5,238	26	10	1	204			Bingley		Bingley				Bingley.	
Skipton	4,533	45			651	30	Skipton				Skipton		Skipton.		
Otley	4,458	30			66				Otley		Otley			Otley.	
Thorne	2,591	48			80				Thorne			Thorne		Thorne.	
Tadcaster	2,327	62			118				Tadcaster			Tadcaster			Tadcaster.
PLACES NOT CALLED TOWNS IN CENSUS.															
Birstal	43,505	*Paid to Parish Sch.*			5				Birstal.						
Saddleworth:	18,631														
(1) *Lydgate Sch.*	„	90			3				Saddlewrth			Saddlewrth			Saddlewrth.
(2) *Wharmton S.*	„	30	4		44				Saddlewrth		Saddlewrth			Saddlewrth.	
Snaith	12,772	20			30				Snaith			Snaith			Snaith.
Wortley	12,058§	42			40				Wortley			Wortley			Wortley.
Almondbury	10,361	17	24		92				Almndbury		Almndbury			Almndbury.	
Mirfield	9,263	*About to re-open.*			208			Mirfield.							
Thornhill	7,633	33	2								Thornhill			Thornhill.	
Thornton	7,627	52			95				Thornton			Thornton		Thornton.	
Hipperholme	7,340	32	20		197	*			Hipperholme.		Hipperholme.			Hipperholme.	

* Compete for Hastings Exhibitions. † Compete for Milner Scholarships. ‡ Compete for Freeston Exhibitions.
§ The population of Wortley is also included in that of the borough of Leeds.

COUNTY OF YORK—WEST RIDING—*continued.*

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES NOT CALLED TOWNS IN CENSUS—*cont.*					£	£									
Penistone	7,149	30	- -	- -	99	- -	- -	- -	Penistone	- -	- -	Penistone	- -	- -	Penistone.
Haworth	5,896	18	1	- -	85	- -	- -	- -	Haworth	- -	Haworth	- -	-	Haworth.	
Worsborough	5,381	99	- -	- -	30	- -	- -	- -	Worsboro'	- -	- -	*Worsboro'*	- -	- -	*Worsboro'.*
Rastrick	4,516	45	- -	- -	58	- -	- -	- -	Rastrick	- -	Rastrick	- -	- -	- -	Rastrick.
Sedbergh	4,391	10	13	8	610	200*	Sedbergh	- -	- -	Sedbergh	- -	- -	Sedbergh.		
Drighlington	4,274	40	- -	- -	60	- -	- -	- -	Drighlington.	- -	- -	Drighlington.	- -	- -	Drighlington.
Lindley	4,259	38	- -	- -	- -	- -	- -	- -	- -	- -	- -	Lindley	- -	- -	Lindley.
Roystone	4,210	26	17	- -	40	- -	- -	- -	Roystone	- -	Roystone	- -	-	Roystone.	
Sherburn	3,994	108	4	- -	178	- -	- -	- -	Sherburn	- -	- -	Sherburn	- -	- -	Sherburn.
Bentham	3,589	90	3	- -	121	- -	- -	- -	Bentham	- -	Bentham	- -	- -	- -	Bentham.
Heptonstall	3,497	29	- -	- -	57	- -	- -	- -	Heptnstall.	- -	Heptnstall.	- -	-	Heptnstall.	
Giggleswick	3,187	26	13	1	978	143*	Gigglswck.	- -	- -	Gigglswck.	- -	- -	- -	Gigglswck.	
Rawdon	2,576	69	- -	- -	10	- -	- -	- -	Rawdon	- -	- -	*Rawdon*	- -	- -	*Rawdon.*
Hatfield	2,564	*School closed.*			14	- -	- -	- -	Hatfield.						
Hampsthwaite	2,422	32	- -	- -	14	- -	- -	- -	Hampsthwaite.	- -	- -	*Hampsthwaite.*	- -	- -	*Hampsthwaite.*
Thornton-in-Craven	2,122	„													
Earby School		92	- -	- -	20	- -	- -	- -	Thornton	- -	- -	Thornton	- -	- -	Thornton.
Normanton	1,923	30	- -	- -	10	-†	- -	- -	Normanton	- -	- -	Normanton	- -	- -	Normanton.
Linton	1,911	56	- -	- -	30	- -	- -	- -	Linton	- -	- -	Linton	- -	- -	Linton.
Gargrave	1,641	*Paid to National Sch.*			15	- -	- -	- -	Gargrave.						
Slaidburn	1,480	37	1	- -	80	- -	- -	- -	Slaidburn	- -	- -	Slaidburn	- -	- -	Slaidburn.
Dent	1,427	26	- -	- -	65	- -	- -	- -	Dent	- -	Dent	- -	-	Dent.	
Ilkley	1,407	41	- -	- -	64	- -	- -	- -	Ilkley	- -	- -	*Ilkley*	- -	- -	*Ilkley.*
Cawthorne	1,283	104	- -	- -	5	- -	- -	- -	Cawthorne	- -	- -	*Cawthorne*	- -	- -	*Cawthorne.*
Burnsall	1,275	38	5	- -	49	- -	- -	- -	Burnsall	- -	- -	Burnsall	- -	Burnsall.	
Rishworth	1,244	- -	70	1	1543	- -	Rishworth	- -	- -	Rishworth	- -	- -	- -	Rishworth.	
Drax	1,231	50	12	- -	530	- -	Drax	- -	- -	- -	Drax	- -	- -	- -	Drax.
Fishlake	1,208	62	- -	- -	78	- -	- -	- -	Fishlake	- -	- -	*Fishlake*	- -	- -	*Fishlake.*
Hemsworth	975	14	10	- -	264	- -	- -	Hemswrth.	- -	- -	Hemswrth.	- -	- -	Hemswrth.	
		35	- -	- -						- -	- -	Hemswrth.	- -	- -	Hemswrth.
Kirkby-in-Malhamdale:—	882														
Kirkby School		28	- -	- -	27	- -	- -	- -	Kirkby	- -	- -	*Kirkby*	- -	- -	*Kirkby.*
Malham School		22	6	- -	80	- -	- -	- -	Malham	- -	- -	Malham	- -	- -	Malham.
Holme	807	20	- -	- -	15	- -	- -	- -	Holme	- -	- -	Holme	- -	- -	Holme.

* Compete for Hastings Exhibitions.

† Competes for Freeston Exhibitions.

County of YORK—WEST RIDING—*continued.*

Places having Endowments for Grammar or other Secondary Schools.	Population in 1801.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES NOT CALLED TOWNS IN CENSUS—*cont.*															
Arncliffe. *Halton Gill School.*	740	10	-	-	10	-	-	-	Arncliffe	-	-	*Arncliffe*	-	-	*Arncliffe.*
Wragby	594	*Paid to Par. S.*		-	6	-	-	-	Wragby.						
Long Marston	536	*Paid to Nat. S.*		-	10	-	-	-	L. Marston.						
Horton in Ribblesdale.	417	65	-	-	198	-	-	-	Horton	-	-	Horton	-	Horton.	
Rossington	400	32	-	-	6	-	-	-	Rossington	-	-	*Rossington*	-	-	*Rossington*
Wigglesworth	267	45	-	-	35	-	-	-	Wigglswrth	-	-	*Wigglswrth*	-	-	*Wigglswrth*
Kirk Sandall	233	62	-	-	73	-	-	-	K. Sandall	-	-	*K. Sandall*	-	-	*K. Sandall.*
Bolton Abbey	112	8	-	-	90	-	-	-	Bolton Abb.	-	Bolton Abb.	-	-	-	Bolton Abb.
Pockerby	108	25	3	-	55	-	-	-	Pockerby	-	-	Pockerby	-	-	Pockerby
TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.															
Huddersfield	34,877														
Dewsbury	18,148														
Heckmondwike *	8,680														
Goole *	5,850														
Sowerby Bridge	5,382														
Selby	5,271														
Harrogate	4,737	03,086													
Cleckheaton *	4,721														
Yeadon	4,169														
Castleford	3,876														
Elland	3,643														
Holmfirth	2,466														
Guisoley	2,226														

* Heckmondwike and Cleckheaton (besides Dighlington, which has a school), are included in parish of Birstal, which has a school. Goole is in parish of Snaith, which also has a school.

EAST RIDING.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classsification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Kingston-on-Hull	97,661	55	- -	- -	35	50	- - -	- - -	Hull -	- - -	- - -	Hull -	- - -	Hull.	
York:	40,433														
(1) *St. Peter's Roy. Gram. Sch.*	- -	83	88	12	855	*	York -	- - -	- - -	York -	- - -	- - -	York.		
(2) *Archbishop Holgate's.*	- -	18	62	1	399	- -	- - -	York	- - -	York -	- - -	- - -	- - -	York.	
(3) *St. Crux.*	- -	40	- -	- -	180	- -	- - -	- - -	York	- - -	- - -	York -	- - -	- - -	York.
Beverley:	9,654														
(1) *Gram. Sch.*	- -	19	- -	- -	10	52	- - -	- - -	Beverley -	Beverley -	- - -	- - -	- - -	Beverley.	
(2) *Foundn. Sch.*	- -	39	- -	- -	125	- -	- - -	- - -	Beverley -	- - -	Beverley -	- - -	- - -	Beverley.	
Bridlington and Quay.	5,775	23	- -	- -	40	- -	- - -	- - -	Bridlington	- - -	- - -	Bridlington	- - -	- - -	Bridlington.
Pocklington -	2,671	24	26	7	838	160	Pocklington.	- - -	- - -	Pocklington.	- - -	- - -	Pocklington.		
Howden - -	2,376	35	-	- -	30	- -	- - -	- - -	Howden -	- - -	Howden -	- - -	- - -	Howden.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Kilham - -	1,252	32	- -	- -	30	- -	- - -	- - -	Kilham -	- - -	- - -	Kilham -	- - -	- - -	Kilham.
Sancton - -	476	30	- -	- -	20	- -	- - -	- - -	Sancton -	- - -	- - -	*Sancton* -	- - -	- - -	*Sancton.*
Barmby-on-the-Marsh (*Howden*).	456	*In abeyance*		- -	†										

* Competes for Hastings Exhibitions.

† Income about 95*l.*, received by incumbent, who pays a small subscription to village school.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Gt. Driffield -	4,244	6,422
Market Weighton	2,178	

NORTH RIDING.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Scarborough	18,377	*Paid to Priv. S.*			14				Scarboro'.						
Malton	8,072	21	1		96				Malton	Malton				Malton.	
Northallerton	4,755	30			17				Northallrtn			Northallrtn			Northallrtn
Richmond	4,290	19	25	1	229	8		Richmond		Richmond			Richmond.		
Guisborough	3,794	28	1		50				Guisboro'	Guisboro'				Guisboro'.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Bedale	2,860	35			7				Bedale			Bedale			Bedale.
Topcliffe	2,800	65			87				Topcliffe			Topcliffe			Topcliffe.
Easingwold	2,724	35			73				Easingwold			Easingwold			Easingwold.
Catterick	2,438	67			93				Catterick			*Catterick*			*Catterick.*
Masham	2,438	20			45				Masham			Masham		Masham.	
Stokesley	2,401	31			99				Stokesley		Stokesley			Stokesley.	
Kirkleatham	2,034	*In abeyance*			242			Kirkletham.							
Burneston	1,554	36			16				Burneston			*Burneston*			*Burneston.*
Gilling, *Hartforth School.*	1,554	21	4		55	5			Gilling		Gilling			Gilling.	
Yarm	1,401	32			35				Yarm		Yarm				Yarm.
Coxwold	1,205	*Paid to Nat. S.*			35				Coxwold.						
Kirkby Ravensworth.	1,195	37		1	242			Kirkby R.			Kirkby R.			Kirkby R.	
Arkengarthdale	1,147	80			16				Arkengarth.			*Arkengarth*			*Arkengrth.*
Thornton-le-Dale	893	14	12	2	87				Thornton		Thornton			Thornton.	
Bowes	849	43			140	60		Bowes			Bowes				Bowes.
Kirkby in Cleveland	804	50			50				Kirkby C.			*Kirkby C.*			*Kirkby C.*
Wath	718	50			80				Wath			*Wath*			*Wath.*
Askrigg, *Forebridge School.*	668	36			100				Askrigg		Askrigg			Askrigg.	
Redmire	440	63			23				Redmire			*Redmire*			*Redmire.*
Shipton	440	105			38				Shipton			*Shipton*			*Shipton.*
Lartington	192	13			12				Lartington			*Lartington*			*Lartingtn.*
Bolton-on-Swale	105	*In abeyance*			250			B.-on-Swale							
Newforest, *Helwith School.*	53	12			24				Newforest			*Newforest*			*Newforest.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Middlesborough	18,992	39,033
Whitby	12,051	
Thirsk	5,350	
Pickering	2,640	

Summary Review of Manufacturing Divisions.

Review of Manufacturing Divisions.

An estimate of the means available for secondary education in the three divisions whose interests are chiefly manufacturing, may be sufficiently given in a broad and general statement.

The population of the three divisions in 1861 exceeded seven millions and a quarter, and is now probably much larger.

The urban element is upwards of four millions. According to our estimate there ought to be provision in secondary day schools for upwards of 40,000 scholars out of this urban population; probably a not much smaller proportion, namely, 30,000, may be safely estimated for the rest of the population, if we consider how the agricultural districts generally are affected by the proximity of a large urban population, and if we take into account the educational standard, and habits of some parts of the rural districts of the north. We find, however, instead of 70,000 scholars in the endowed grammar schools, excluding those described as elementary, less than 13,000, among whom are included many who are receiving elementary education often far inferior to that given in the schools inspected by the Committee of Council. If we confine the estimate to the two upper sections, so far as they are represented by schools of the first and second grade, of the middle classes, the number of scholars in the grammar schools may be taken at about 8,122.

Of the 178 towns in the three divisions there are 73, containing a united population of not less than 1,164,098, which have no grammar school endowments.

Number of grammar schools not a test of education.

It would, however, leave a very erroneous impression of the state of the facts, if these figures, given without explanation, were accepted as a test of the educational state of the middle classes in these divisions. For, on the one hand, some of the towns which possess the most valuable endowments are by no means in the most favourable circumstances as regards secondary education, and, on the other hand, it will be found in some places in which the endowments are extremely small, or altogether wanting, that institutions for secondary education, whether public or private in their origin, flourish to a remarkable degree.

The question is how the school endowments are applied.

It will therefore be more conducive to the purpose of the present inquiry to offer some reply to the questions whether the resources of the existing foundations are in any case redundant, and whether they are applied, where they exist, to the best advantage of the communities interested in their administration.

Their value about 62,000*l.*

The entire annual net income of the endowed grammar schools referred to this Commission in the three divisions

REVIEW OF MANUFACTURING DIVISIONS.

is not more than 63,000*l.*; if this fund were rateably distributed over the whole district it would contribute less than 1*l.* per head towards the secondary education of those who need it, and so far from providing what is needed, it would not pay for half the expense of giving even elementary education to those who should be seeking something higher.

insufficient for the whole district;

not too great for local wants.

Moreover, although these divisions as a whole, and especially the West Midland, may be considered rich in comparison with other divisions, except a portion of the North Midland, it cannot be maintained that there are any towns of considerable size in these divisions which are possessed of wealth too great to be employed with advantage in promoting education within a moderate distance round the institutions to which the funds are now attached.

The chief large endowments are in populous places.

The three towns which have incomes over 2,000*l.* a year are places with over 200,000 inhabitants. A large portion of the income of Birmingham is applied to lower secondary, and elementary education. The endowments at Manchester and Leeds would not yield more than a few shillings per head towards the expense of the secondary education of those who want it in each place. With the exception of certain large incomes attached to foundations in rural places to which we have directed attention, most of the larger incomes are connected with populous places,[1] or already contribute to the higher education of the nation at large by aiding, not however always in the best manner, considerable boarding schools.[2]

The question is not re-distribution but adaptation.

The question therefore to be considered is not one of re-distribution but one of wise and judicious adaptation to the wants of those who have a justifiable interest in the endowments where they are. In considering this question it must be borne in mind that, as in the agricultural counties efficient boarding schools are much needed, so in the manufacturing districts suitable day schools are the primary want of the towns, while it is comparatively of less importance to those who desire to send their sons to boarding schools where the schools are placed, provided the situation be salubrious and accessible by railway.

The bulk of the population does not want high classics;

In this short review of the endowments in the manufacturing divisions two points cannot have escaped observation:—(1.) That while those who are dependent, for the completion of their education by the age of 16, on day schools, need especially schools of the second and third grade, a very large proportion of the

[1] Wolverhampton, Walsall, Macclesfield, Bury.
[2] Gloucester, Worcester, Hereford, York.

most important endowments are connected with classical schools: and (2,) that while mathematical and natural science are in ordinary cases indispensable to those who are to live by manufacturing industry, mathematics, as will be seen from the table given below, are taught to a very limited number of scholars, and natural science to still fewer.

Review of Manufacturing Divisions.

does want mathematics and physics.

It will also have been noticed, that some very wealthy foundations[1] are planted, on the confines of the densely populous district, in situations adapted especially to receive the sons of persons, busily engaged in the towns, who wish to send their sons to boarding schools at no great distance; and that in many cases these foundations are in their present condition all but useless.

Good border sites for boarding schools now wasted.

It is unnecessary to follow these points into further detail. The general result may be stated thus:—

There are in these divisions (omitting the towns of 100,000 population) 65 schools professedly classical, and 79 semi-classical. But there are only 26 of these in the first grade, of which 13 are in the West Midland Division, which includes also Rugby, Shrewsbury, Birmingham, and other large schools.

65 classical, 79 semi-classical schools.

On the other hand there are 99 schools in the second grade, in the three divisions, of which 22 are in the West Riding, and 23 in Lancashire. It seems clear that although the number of professedly classical schools is large, the majority of the middle class wish to complete their school life at about 16.

92 in second grade.

Moreover there is good ground for believing that a large number of the schools which are entered as third grade schools, especially in small towns and villages, would be much more frequented than they are if they were made thoroughly efficient, and if they were not depressed by the presence of free scholars, who attend them, not because the education is what suits them, but because it costs nothing, or because a suitable elementary school cannot co-exist in the same place with a free grammar school.

Demand for good third grade.

There is one point which ought not to be passed over. In the large number of populous towns having classical or semi-classical schools supported by endowments, frequently of considerable value, there are scarcely any instances to be cited in which a distinct provision is made for the wants of the smaller tradesmen or upper artizans. Moreover, even in some of the five excepted cases, if not in all, it may be said that the provision falls very far short, not only of what is wanted, but of what even with the existing resources is practicable.

There are not any such schools now.

[1] For example, Lucton, Rishworth, Skipton, Giggleswick, and Sedbergh.

REVIEW OF MANUFACTURING DIVISIONS.

How far the maintenance of so large a number of classical schools is required by the population, or conduces to the study of the classics, or in the absence of classical study to that of mathematics, may be inferred from the proportion of the 144 classical and semi-classical schools, in which any considerable number of scholars are learning Greek, Latin, mathematics, as shown in the following list:—

In 44 schools, 10 or more boys learn Greek.
„ 66 schools, 25 or more boys learn Latin.
„ 69 schools, 10 or more boys learn mathematics.

In 17 schools, 25 or more boys learn Greek.
„ 33 schools, 50 or more boys learn Latin.
„ 23 schools, 25 or more boys learn mathematics.

The two next tables will show the number learning the principal subjects of secondary instruction, and the number of scholars seeking education in the three grades in the endowed schools as they are.

Division.	Number of Scholars learning Subjects of Secondary Education.				
	Greek.	Latin.	Mathematics.	Modern Languages.	Natural Science.
West Midland -	697	2,440	941	1,492	354
North-western -	357	1,488	645	709	630
Yorkshire - -	385	1,093	512	612	125
Total -	1,439	5,021	2,098	2,813	1,109

Division.	Number of Scholars in each Grade, distinguishing Boarders and Day Scholars.					
	1st Grade.		2d Grade.		3d Grade.	
	Boarders.	Day Scholars.	Boarders.	Day Scholars.	Boarders.	Day Scholars.
West Midland -	378	550	245	1,240	53	1,098
North-western -	121	246	208	1,879	48	1,372
Yorkshire - -	273	354	269	1,042	35	1,367
Total for the three manufacturing Divisions.	772	1,150	722	4,161	136	3,837

D. Mountainous and Mining Divisions.

Mountainous and Mining Divisions.

The two divisions of which it remains to treat are the Northern and Welsh.

They have this in common, that they include the principal mountainous and mining districts; and that the appreciation of secondary education is stronger in some parts of these divisions than in other parts of England.

But as these divisions differ in other respects, both one from the other, and both from the rest of England, they may be treated separately.

D. 1. *Northern Division.*

Northern Division.

The northern division includes four counties, Durham, Northumberland, Cumberland, and Westmorland, having an urban population of 506,342, making with the surrounding population of 611,442, a total for town and country of 1,117,784.

It contains one town [1] having more than 100,000 inhabitants, and five [2] others above 20,000; 15 towns each with from 20,000 to 5,000 inhabitants, and 9 with fewer than 5,000; 30 towns in all.

Of these 30 towns, 13, with a united population of 200,923, have no grammar school endowments. There remain 17 towns, making with 66 other places not reckoned as towns, 83 places having such endowments.

Value and Distribution of Endowments.—Omitting Newcastle-on-Tyne, the total estimated annual value of these endowments exclusive of buildings is 7,360*l.*, besides 818*l.* in the form of exhibitions. Two schools in Cumberland and two in Westmorland compete with eight in Yorkshire for the Hastings Exhibitions.[3]

Income, 8,178*l.*

There are 9 classical schools, with 534 scholars; 14 semi-classical, with 743 scholars; 11 non-classical, with 658 scholars; there are 50 elementary; the income of one is divided between two parish schools; and three are in abeyance. The total number of scholars in all the schools, excluding the elementary, is 1,935. Of the 23 classical and semi-classical schools, 4 are in the first grade, 15 in the second grade.

The number of endowed grammar schools in Westmorland

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[1] Newcastle-on-Tyne.

[2] Sunderland, South Shields, Gateshead, Tynemouth, Carlisle.

[3] See above, pp. 175–401.

NORTHERN DIVISION.

Westmorland and Cumberland.

and Cumberland is much larger in proportion to the population than in any other counties. The difference in this respect between the western and eastern sides of the division is very noticeable. The large number in the west is an index of the "love and respect for the ancient classics which is still constantly observable in the country," and which Mr. Richmond states is in marked contrast to Suffolk and other counties which he visited. "There is a spirit of honourable ambition among "the youth of the lower middle classes, ... and a willingness on the part of the parents to allow their children to "remain at school long after their labour has become valuable, "and even to pay considerable fees for very inferior education."[1] The schools are frequently attended by some youths much older than the great mass of the scholars, but the schools being in effect the common school for all, the per-centage of older scholars is not sufficient to place more than four schools in the first grade; Cumberland has none, Westmorland only two, Durham and Northumberland one each.

Less class distinction in Northumberland.

Similarly Mr. Hammond has explained in his general report that the class distinctions which cause the neglect of day schools in Norfolk do not operate in Northumberland, and that consequently boarding schools are not much in request in Northumberland. Mr. Bryce has remarked, that "there is little social "separation between farmer and labourer" in North Lancashire.[2]

In connexion with the prospect of improving the day schools of Westmorland, Mr. Richmond has pointed out that all the more inhabited parts of the county are comprised within a distance of five miles from 12 of the existing grammar schools.[3]

Few large endowments.

Durham large.

The towns in this division contain few large endowments for grammar schools. The largest is at Durham, income 835*l.*, of which 540*l.* is spent in payments of 30*l.* each to 18 King's scholars, who are elected by examination. There are also University exhibitions amounting to 205*l.* The prosperity of this school, which in Mr. Fitch's opinion is well earned, indicates that "in the north of England there is a demand for endowments "of a purely classical type."[4]

Carlisle small.

The other cathedral school in this division is slenderly endowed, and a very small portion even of this comes from the cathedral funds. It is said to be much wanted, and to be "rising "in efficiency."[5]

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[1] Vol. ix. pp. 903, 910.
[2] Bryce, p. 689.
[3] Vol. ix. p. 908.
[4] Fitch, Special Report.
[5] Rev. J. S. Hodgson, 17,594; 17,599.

NORTHERN DIVISION.

The school of St. Bees is the only richly endowed school in West Cumberland; and derives additional importance from its situation among a population rapidly increasing in wealth and numbers, but it is at present under very depressing circumstances,[1] both as regards the management of its property and the combination of a gratuituous village school with a classical school. There is a boarding house on the hostel system which receives 41 boys at a charge of 20*l.* a head for board.

St. Bees large.

A school at Morpeth with an endowment of 349*l.* is suffering from a law suit. At Appleby, with an endowment of 238*l.* besides 40*l.* in exhibitions, "the only master appointed by the "governors personally educates but one town boy," "and that "at an extra charge." "The governors cling to the tradition of "the school as a purely classical seminary," regardless of the "requirements of the tradesmen and farmers of the district." But the school is[2] well spoken of by one of our witnesses.

Morpeth. Appleby.

At Haydon Bridge there is an endowment of 472*l.* a year, which is likely to be considerably increased. Mr. Hammond thinks this trust affords the best opportunity for the establishment of a large agricultural school for the county of Northumberland.[3]

Haydon Bridge very capable.

The present condition of Stamfordham school (net income, 156*l.*), demands, says Mr. Hammond, immediate reform.

Stamfordham.

Mr. Richmond calls attention to Ambleside as a place where "a middle class school would be of great value." It has an increasing endowment "which will probably amount to at least "400*l.* a year." Some of the land is in Ambleside itself, and is being let on building leases.

Ambleside.

The rest of the numerous foundations in this division are of moderate amount.[4]

Counties.	Total Number Endowed of Schools.*	Number of Schools in which there are respectively					
		10 Scholars learning Greek.	25 Scholars learning Latin.	20 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Durham -	10	1	2	2	1	1	1
Northumberland	9	0	1	3	0	0	0
Cumberland - -	26	2	2	4	2	2	1
Westmorland -	39	3	3	4	—	—	2
Total -	84	6	8	13	3	3	4

* Besides 3 in abeyance, and Newcastle.

[1] Elton's Special Report. [2] Rev. J. Simpson, 14,288. [3] p. 453.

[4] See with regard to this division, besides the reports of the Assistant Commissioners, the evidence of Rev. J. Simpson and Rev. J. S. Hodgson.

County of DURHAM.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Gateshead	33,587	42	- -	- -	12	- -	- - -	- - -	Gateshead	- - -	Gateshead	- - -	- - -	Gateshead.	
Darlington	15,781	36	- -	1	216	- -	- - -	Darlington	- - -	- - -	Darlington	- - -	- - -	Darlington.	
Durham	14,088	42	106	14	835*	205†	Durham	- - -	- - -	Durham	- - -	- - -	Durham.		
Bishop Auckland	6,480	12	- -	- -	70	- -	- - - - -	- -	Auckland	- -	Auckland	- - -	- - -	- - -	Auckland.
Houghton-le-Spring	3,824	19	42	- - -	159	20	- - - - -	- -	Houghton	- - -	Houghton	- - -	- - -	Houghton.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Wolsingham	5,531	18	- -	- -	72	- -	- - - - -	- - -	Wolsingham	- - -	- - -	Wolsingham	- - -	- - -	Wolsingham.
Sedgefield	2,656	95	- -	- -	18	- -	- - - - -	- - -	Sedgefield	- - -	- - -	*Sedgefield*	- - -	- - -	*Sedgefield.*
Norton	2,317	5	1	- -	54	- -	- - - - -	- - -	Norton	- - -	- - -	Norton	- - -	- - -	Norton.
Witton-le-Wear	1,366	42	- -	- -	12	- -	- - - - -	- - -	Witton	- - -	- - -	Witton	- - -	- - -	Witton.
Heighington	1,323	53	- -	- -	60	- -	- - - - -	- - -	Heighington.	- - -	- - -	*Heighington.*	- - -	- - -	*Heighington.*

* Amount spent by Dean and Chapter.

† Durham and Newcastle Schools share an Exhibition of 16*l.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Sunderland	78,211	161,970
South Shields	35,239	
Stockton-on-Tees	13,357	
West Hartlepool	12,603	
Hartlepool	12,245	
Seaham Harbour	6,137	
Barnard Castle	4,178	

COUNTY OF NORTHUMBERLAND.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Newcastle-on-Tyne	109,108	230	- -	- - -	£ 105	£ - - *	- - -	- - -	Newcastle	Newcastle	- - -	- - -	- - -	Newcastle.	
Tynemouth -	34,021	*Not stated*	- -	- - -	121	- -	- - -	- - -	Tynemouth	- - -	- - -	*Tynemouth*	- - -	- - -	Tynemouth
Berwick-on-Tweed	13,265	22	- -	1	70	- -	- - -	- - -	Berwick -	Berwick -	- - -	- - -	- - -	Berwick.	
Alnwick - -	5,670	140	- -	- - -	15†	- -	- - -	- - -	Alnwick -	- - -	Alnwick -	- - -	- - -	- - -	Alnwick.
Hexham - -	4,655	64	3	1	21	- -	- - -	- - -	Hexham -	- - -	Hexham -	- - -	Hexham.		
Morpeth - -	4,296	26	8	- -	349	- -	- - -	Morpeth -	- - -	Morpeth -	- - -	- - -	- - -	Morpeth.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Allendale - -	6,401	50	- -	- - -	55	- -	- - -	- - -	Allendale	- - -	- - -	*Allendale*	- - -	- - -	*Allendale.*
Rothbury - -	2,387	115	- -	- - -	‡26	- -	- - -	- - -	Rothbury	- - -	- - -	Rothbury	- - -	Rothbury.	
Haydon Bridge -	2,221	136	- -	- - -	472	- -	- - -	Haydon B.	- - -	- - -	- - -	Haydon B.	- - -	- - -	Haydon B.
Stamfordham -	1,800	31	- -	- - -	156	- -	- - -	- - -	Stamford-ham.	- - -	- - -	Stamford-ham.	- - -	- - -	Stamford-ham.

* Newcastle and Durham Schools share an Exhibition of 16*l.*

† Income received by Corporation who support School.

‡ Amount actually paid from Charity is 160*l.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.
None.

COUNTY OF CUMBERLAND.

Places having endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Carlisle	29,417	66	26	1	187	130	-	-	Carlisle	Carlisle	-	-	-	Carlisle.	
Penrith	7,189	17	1	-	26	-	-	-	Penrith	-	Penrith	-	-	Penrith.	
Cockermouth	5,388	*Closed at present*			12	-	-	-	Cockermth.	-	-	-	-	-	
Wigton	4,011	27	-	-	65	-	-	-	Wigton	-	Wigton	-	-	Wigton.	
Keswick	2,610	161	-	-	121	-	-	-	Keswick	-	-	*Keswick*	-	-	*Keswick.*
PLACES NOT CALLED TOWNS IN CENSUS.															
Alston	6,404	56	-	-	38	-	-	-	Alston	-	Alston	-	-	Alston.	
St. Bees	5,059	15 / 85	48	6	1,000	147*	St. Bees	-	-	St. Bees	-	St. Bees	-	St. Bees.	
Wetheral	3,377	*Not stated*			17	-	-	-	Wetheral	-	-	*Wetheral*	-	-	*Wetheral.*
Bridekirk, *Dovenby School.*	2,876	54	-	-	35	-	-	-	Bridekirk	-	-	*Bridekirk*	-	-	*Bridekirk.*
Dalston	2,568	60	-	-	36	-	-	-	Dalston	-	-	Dalston	-	-	Dalston.
Crosthwaite	2,460	*Not stated*			-	-	-	-	Crosthwte.	-	-	*Crosthwte.*	-	-	*Crosthwte.*
Bromfield	2,269	65	-	-	46	-	-	-	Bromfield	-	-	*Bromfield*	-	-	*Bromfield.*
Hesket-i'-th'-Forest	1,983	*Not stated*			14	-	-	-	Hesket	-	-	*Hesket*	-	-	*Hesket.*
Westward	1,136	60	-	-	6	-	-	-	Westward	-	-	*Westward*	-	-	*Westward.*
Dacre	967														
(1) *Dacre Sch.*	„	29	-	-	27	-	-	-	Dacre	-	-	*Dacre*	-	-	*Dacre.*
(2) *Gt. Blencowe S.*	„	32	15	-	185	-	-	-	Dacre	Dacre	-	-	-	Dacre.	
Kirkoswald	944	55	-	-	16	-	-	-	Kirkoswald	-	-	*Kirkoswald*	-	-	*Kirkoswld.*
Bootle, *Hycemoor School.*	901	*Not stated*			20	-	-	-	Bootle	-	-	*Bootle*	-	-	*Bootle.*
Dean	829	60	-	-	13	-	-	-	Dean	-	-	*Dean*	-	-	*Dean.*
Aikton, *Wiggonby School.*	806	58	-	-	163	-	-	-	Aikton	-	-	*Aikton*	-	-	*Aikton.*
Kirkland, *Howrigg School.*	804	50 Abont	-	-	42	-	-	-	Kirkland	-	-	*Kirkland*	-	-	*Kirkland.*
Addingham, *Maughanby School.*	754	60	-	-	85	-	-	-	Addingham	-	-	*Addingham*	-	-	*Addingham.*
Plumbland	726	79	-	-	76	-	-	-	Plumbland	-	Plumbland	-	-	-	Plumbland.
Thursby	568	100	-	-	11	-	-	-	Thursby	-	-	*Thursby*	-	-	*Thursby.*
Irton	555	*Not stated*			10	-	-	-	Irton	-	-	*Irton*	-	-	*Irton.*
Drigg	440	*School closed*			1	-	-	-	Drigg.	-	-	-	-	-	-
Whicham	327	82	-	-	15	-	-	-	Whicham	-	-	*Whicham*	-	-	*Whicham.*
Uldale	294	60	-	-	34	-	-	-	Uldale	-	-	*Uldale*	-	-	*Uldale.*

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Whitehaven†	18,842	38,953
Workington	6,467	
Maryport	6,937	
Longtown	2,717	
Egremont	2,511	
Brampton	2,379	

* Compete for Lady Hastings' Exhibitions.

† Whitehaven boys go to St. Bees' School.

COUNTY OF WESTMORLAND.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							50*l.* and upwards.	20*l.* and upwards.	Under 20*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Kendal	12,029	22	-	-	70	25	-	-	Kendal	-	Kendal	-	-	-	Kendal.
PLACES NOT CALLED TOWNS IN CENSUS.															
Bowness	2,987	92	-	-	137	63	-	Bowness	-	-	Bowness	-	-	-	Bowness.
Appleby	2,824	23	10	1	238	46*	-	Appleby	-	Appleby	-	-	Appleby.		
Grasmere	2,347	50	-	-	14	-	-	-	Grasmere	-	-	*Grasmere*	-	-	*Grasmere.*
Burton	2,118	*In abeyance*		-	83	-	-	-	Burton.						
Barton	1,808	40	-	-	70	-	-	-	Barton	-	-	*Barton*	-	-	*Barton.*
Kirkby Lonsdale	1,727	10	13	1	46	100	-	-	K.Lonsdale	K.Lonsdale	-	-	-	K.Lonsdale.	
Kirkby Stephen	1,715	23	-	-	69	-	-	-	K. Stephen	-	-	K. Stephen	-	-	K. Stephen.
Orton	1,615														
(1) *Orton Sch.*	„	*School closed*		-	50	-	-	-	Orton.						
(2) *Tebay Sch.*	„	124	-	-	69	-	-	-	Tebay	-	-	*Tebay*	-	-	*Tebay.*
(3) *Greenhome and Brethertdale School.*	„	47	-	-	55	-	-	-	Greenholme	-	-	*Greenholme*	-	-	*Greenholme.*
Ambleside	1,603	92	-	-	140	-	-	-	Ambleside	-	-	Ambleside	-	-	Ambleside.
Beetham	1,510	*Not stated*		-	32	-	-	-	Beetham	-	-	*Beetham*	-	-	*Beetham.*
Heversham	1,433	33	39	6	51	†88*	-	-	Heversham	Heversham	-	-	Heversham.		
Ravenstonedale	1,264	56	-	-	42	-	-	-	Ravenstondale.	-	-	*Ravenstonedale.*	-	-	*Ravenstonedale.*
Staveley	1,240	107	-	-	60	-	-	-	Staveley	-	-	*Staveley*	-	-	*Staveley.*
Crosby Ravensworth.	927														
(1) *Crosby Ravensworth S.*	„	32	-	-	53	-	-	-	Ravnswrth	-	-	*Ravnswrth*	-	-	*Ravnswrth.*
(2) *Reagill Sch.*	„	24	-	-	30	-	-	-	Reagill	-	-	*Reagill*	-	-	*Reagill.*

* Compete for Lady Hastings' Exhibitions.

† Competes for Milner Exhibitions.

COUNTY OF WESTMORLAND—*continued.*

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowments.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES NOT CALLED TOWNS IN CENSUS—*cont.*					£	£									
Burneside	905	140			17				Burneside			*Burneside*			*Burneside.*
Brough	840	100			7				Brough			*Brough*			*Brough.*
Grayrigg	800	95			39				Grayrigg			*Grayrigg*			*Grayrigg.*
Crosthwaite and Lyth.	740	50			60				Crosthwaite			Crosthwaite			Crosthwaite.
Stainmore	672	46			40				Stainmore			*Stainmore*			*Stainmore.*
Bampton	541														
(1) *Bampton Sch.*		44	7		100				Bampton		Bampton			Bampton.	
(2) *Measand Sch.*		16			82				Bampton			*Bampton*			*Bampton.*
Preston Patrick	488	60			16				Preston P.			*Preston P.*			*Preston P.*
Troutbeck	428	51			37				Troutbeck			*Troutbeck*			*Troutbeck.*
Lowther	427	40			246			Lowther			Lowther			Lowther.	
Morland	420	57			16				Morland			*Morland*			*Morland.*
Old Hutton	406	60			18				Hutton			*Hutton*			*Hutton.*
Hugill	391	48			62				Hugill			*Hugill*			*Hugill.*
Bolton	390	36			13				Bolton			*Bolton*			*Bolton.*
Cliburn	367	48			25				Cliburn			*Cliburn*			*Cliburn.*
Stainton	350	53			14				Stainton			*Stainton*			*Stainton.*
Crosby Garrett	306	20			7				Crosby Gar.			*Crosby Gar.*			*Crosby Gar.*
Winton	301	*Not stated.*			14				Winton			*Winton*			*Winton.*
Selside	284	60			54				Selside			*Selside*			*Selside.*
Little Strickland and Thrimby.	201	16			5				Strickland			*Strickland*			*Strickland.*
Waitby and Smardale.	137	55			60				Waitby			*Waitby*			*Waitby.*
Swindale	40	12			25				Swindale			*Swindale*			*Swindale.*

N.B.—There are no towns of more than 2,000 inhabitants in the County of Westmorland except Kendal Borough.

D 2. *Welsh Division.*

WELSH DIVISION.

The Welsh division includes the county of Monmouth, and South and North Wales. It has an urban population of 365,351, a rural population of 921,062; total 1,286,413.

It contains 4 towns, having each more than 20,000 inhabitants, 17 from 20,000 to 5,000, and 17 others below 5,000.

Of these 38 towns, 20 with a united population of 226,567, have no grammar school endowments. There remain 18 towns, making together with 18 places not counted as towns 36 places having such endowments.

Value and Distribution of Endowments.—The revenues of Monmouth will shortly rise to a very high value; the best mode of dealing with that foundation will form the subject of one of the special reports in our fifth chapter. The total annual incomes of the remaining schools amount to 5,060*l.*, besides 325*l.* in the form of exhibitions.

Income 5,385*l.*

We may notice here the fact that natives of Wales are entitled to certain Exhibitions at Jesus College, Oxford, amounting together to 2,520*l.* a year.

Exhibitions at Jesus College, Oxford.

The total number of scholars in all these schools, excluding the elementary, is returned as 1,136. Of the schools 16 are classical and eight semi-classical; 12 are in the 1st and 13 in the 2nd grade.

There are four considerable grammar school endowments in South Wales: the recently founded Welsh Collegiate Institution (especially intended for promoting a knowledge of the Welsh language,) at Llandovery (674*l.*); and the grammar schools of Swansea (561*l.*); Brecon (435*l.*); and Haverfordwest (299*l.*): all, except Llandovery, in towns. The income of Swansea is chiefly derived from a lease of minerals, and at present is ordered to be invested, and the interest only applied to the school. At Llandovery natural science forms part of the regular work, but only an hour a week is given to it.

South Wales.

In North Wales are also four considerable endowments: Beaumaris (490*l.*); Ruthin (409*l.*); Llanwrst (368*l.*); and Bangor (211*l.*). Bangor is at present closed, owing to temporary pecuniary difficulties. Beaumaris, "a classical boarding school is "well arranged and well taught, but is of no particular service "to the town, or generally to Welsh parents of limited means."[1] Ruthin has only just been put under a new scheme; its income, as well as that of Beaumaris, is likely to increase. Llanwrst had but 28 scholars.

North Wales.

[1] Mr. Bryce's Report.

WELSH DIVISION.

Schools generally small.

Only four schools (besides Monmouth)[1] in the whole division have more than 60 scholars, and in two of those the larger numbers were due to the schools taking the place, at least partly, of national schools.

Howell's schools for girls.

We may, in passing, notice the fact, that Wales has two valuable endowments for the secondary education of girls, handsome buildings having been erected for this purpose at Llandaff and Denbigh at a cost of about 20,000*l.* each. Of the income of the endowment applied to these two schools we are not informed.

Zeal for education in Wales.

No great amount of grammar school endowments in Wales, has become diverted to elementary education. Among other causes which may tend to keep up a demand for secondary schools is one indicated by our Assistant-Commissioner, Mr. Bompas,[2] and by more than one witness, viz., the appreciation of the benefits of education among the Welsh. Different classes of society are intermixed in the Welsh schools,[3] but "at the same time the "farmers are particularly anxious, if they have a better school, "to send their children there."[4]

Another consequence follows from this desire for education, viz., that children of tradesmen and upper mechanics attend National and British schools without any difficulty. In the large towns, such as Merthyr, Swansea, and Cardiff, they attend these schools and also commercial private venture schools.

One of the witnesses seemed to think that there would hardly be any need to assist from any public source the establishment of intermediate schools for the lower middle class, at any rate in the larger towns.[5]

Proposed conversion of endowments into exhibitions.

Another witness strongly advocated the general conversion of the endowments of small grammar schools into exhibitions open to public competition within the locality supposed to be interested in the endowment,[6] the value of exhibitions to depend on the commercial value of education, and to be tenable at any school, public or private.

Transfer of funds not necessary.

The conclusion as regards the grammar school endowments of Wales which we are led to draw from the evidence brought before us is that no transfer of funds from one locality to another is called for by the present circumstances of the principality.

It appears that the grammar schools are "pretty evenly divided "between North and South Wales," that they "are sufficiently

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[1] Swansea, 82; Haverfordwest, 61; Ystrad-Meurig, 127; and Llantilio Crossenny, 120.

[2] Bompas, p. 6; Mr. Davies, 12,472.

[3] Rev. J. Griffith, 16,589.

[4] Ibid, 16,527, 16,597.

[5] 16,601.

[6] Mr. Davies, 12,492, 12,531, 12,540.

"well placed to answer all the purposes of grammar and middle "class schools."[1] The opinion was also very strongly expressed that the union in the same school of a liberal classical education with the branches of knowledge suited to mercantile life is both desirable and practicable,[2] and that Wales is particularly adapted both to the blending of classes and to the union of different branches of secondary education in the grammar school.

Counties.	Total Number of Schools.[3]	Number of Schools in which there are respectively					
		10 Scholars learning Greek.	25 Scholars learning Latin.	100 Scholars learning Mathematics.	25 Scholars learning Greek.	50 Scholars learning Latin.	25 Scholars learning Mathematics.
Monmouthshire	5	—	—	1	—	—	1
South Wales -	13	7	7	7	3	3	2
North Wales -	16	3	5	5	1	—	—
Total -	34	10	12	13	4	3	3

We add tables showing the number of scholars in these two divisions learning certain main subjects of secondary education and the number attending schools of different grades.

Divisions.	Number of Scholars learning—				
	Greek.	Latin.	Mathematics.	Modern Languages.	National Science.
Northern - -	288	651	359	427	143
Monmouth and Wales	275	582	270	269	68
Total - -	563	1,233	629	696	211

Divisions.	Number of Scholars in Schools of each Grade, distinguishing Boarders and Day Scholars.					
	1st Grade.		2nd Grade.		3rd Grade.	
	Boarders.	Day Scholars.	Boarders.	Day Scholars.	Boarders.	Day Scholars.
Northern - -	158	162	160	567	1	887
Monmouth and Wales	169	362	83	433	7	76
Total - -	327	524	243	1,000	8	963

[1] See an interesting account of the Welsh grammar schools in a paper by Rev. J. Griffith, appended to his evidence. Vol. v. pp. 780–791.

[2] Rev. J. Griffiths, 16,520–16,523.

[3] Besides two schools in abeyance.

COUNTY OF MONMOUTH.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowments.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Monmouth	5,733	24	-	-	2,191‡	-	Monmouth	-	-	Monmouth	-	-	Monmouth.		
Abergavenny	4,621	76	-	2	107	-	-	-	Aberga'nny	Aberga'nny	-	Monmouth	-	Monmouth.	
		15	-								-	-	-	Aberga'nny	
PLACES NOT CALLED TOWNS IN CENSUS.															
Usk	1,545	11	5	-	110	-	-	-	Usk	-	Usk	-	-	-	Usk.
Llantillio Crossenny.	748	120	-	-	160	-	-	-	Llan. Cross.	-	-	Llan. Cross.	-	-	Llan. Cross.

‡ This sum includes 1,470*l.* annual surplus.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Newport	23,249	40,657
Tredegar	9,383	
Pontypool	4,661	
Chepstow	3,364	

SOUTH WALES.

					£	£									
PLACES CALLED CITIES AND TOWNS IN CENSUS.															
Swansea	41,606	72	10	-	561	-	Swansea	-	-	Swansea	-	-	-	Swansea.	
Pembroke	15,071	*Income paid to N. S.*			11										
Carmarthen	9,993	18	-	-	68	-	-	-	Carmarthen	-	Carmarthen	-	-	Carmarthn.	
Haverfordwest	7,019	61	-	5	174	125*	-	Havrfdwst.	-	Havrfdwst.	-	-	Havrfdwst.		
Brecknock	5,235	29	20	1	435	-	-	Brecknock	-	Brecknock	-	-	-	Brecknock.	
Cardigan	3,543	19	-	1	21	-	-	-	Cardigan	Cardigan	-	-	Cardigan.		
PLACES NOT CALLED TOWNS IN CENSUS.															
St. Davids	2,199	10	4	1	40	-	-	-	St. Davids	St. Davids	-	-	-	St. Davids.	
Llandovery	1,855	10	43	8	647	27	Llandovery	-	-	Llandovery	-	-	Llandovery.		
Presteigne	1,603	49	-	-	140	-	-	-	Presteigne	-	-	Presteigne	-	Presteigne.	
Lledrod and Ystrad Meurig	1,125	125	2	8	267	-	-	Ystrad M.	-	Ystrad M.	-	-	Ystrad M.		
	160														
Cowbridge	1,094	20	24	6	50	30	-	-	Cowbridge	Cowbridge	-	-	Cowbridge.		
Lampeter	939	20	-	-	- †	-	-	-	-	Lampeter	-	-	Lampeter.		
Cwm Toyddwr	798	*Not stated*		-	32	-	-	-	C.Toyddwr	-	-	*C.Toyddwr*	-	-	*C.Toyddwr*

* That is, about 250*l.* shared with Birmingham Grammar School.

† The school room is the only Endowment.

TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.

Merthyr Tydfil	33,875	149,269
Cardiff	32,954	
Llanelly	11,084	
Neath	6,810	
Aberystwith	5,641	
Milford	3,007	
Tenby	2,982	
Aberavon	2,916	

NORTH WALES.

Places having Endowments for Grammar or other Secondary Schools.	Population in 1861.	Day Scholars.	Boarders.	Undergraduates at Oxford and Cambridge, May 1867.	Net Income from Endowment.	Exhibitions not included in Income.	Classification according to Annual Amount of *Income and Exhibitions* together.			Classification according to Character of *Instruction* given.			Classification according to *Age* of Scholars.		
							500*l.* and upwards.	200*l.* and upwards.	Under 200*l.*	Classical.	Semi-Classical.	Non-Classical.	1st Grade.	2nd Grade.	3rd Grade.
PLACES CALLED CITIES AND TOWNS IN CENSUS.					£	£									
Wrexham	7,562	10	5	-	32	-	-	-	Wrexham	-	Wrexham	-	-	Wrexham.	
Welshpool	7,304	*Paid to Nat. Sch.*			9	-	-	-	Welshpool.						
Bangor	*6,738	*In abeyance.*		1	211	-	-	Bangor.							
Denbigh	5,946	23	6	-	53	-	-	-	Denbigh	-	Denbigh	-	-	Denbigh.	
Holywell	*5,335	*Paid to Private Sch.*			5	-	-	-	Holywell.						
Ruthin	3,372	21	26	4	236	143	-	Ruthin	-	Ruthin	-	-	Ruthin.		
Pwllheli with Denio	2,818	*School in abeyance. Endowment lost.*													
Beaumaris	2,558	12	41	6	490	-	-	Beaumaris	-	Beaumaris	-	-	Beaumaris.		
Dolgellau	2,217	2	-	-	38	-	-	-	Dolgelly	-	-	Dolgelly	-	Dolgelly.	
St. Asaph	*2,063	34	12	-	14	-	-	-	St. Asaph	-	St. Asaph	-	-	St. Asaph.	
PLACES NOT CALLED TOWNS IN CENSUS.															
Ruabon	14,343	24	26	1	124	-	-	-	Ruabon	Ruabon	-	-	-	Ruabon.	
Hawarden	7,044	29	6	-	16	-	-	-	Hawarden	-	Hawarden	-	Hawarden.		
Llanrwst	3,593	21	7	1	368	-	-	Llanrwst	-	Llanrwst	-	-	Llanrwst.		
Llanycil Bala Sch.	2,383	35	2	-	150	-	-	-	Llanycil	-	Llanycil	-	-	-	Llanycil.
Llan Egryn	652	60	-	-	85	-	-	-	Llan Egryn	-	-	*Llan Egryn*	-	-	*Llan Egryn.*
Newmarket	520	*Not stated*		-	93	-	-	-	Newmarket	-	-	*Newmarket*	-	-	*Newmarket.*
Bottwnog	138	59	-	1	181	-	-	-	Bottwnog	-	Bottwnog	-	-	Bottwnog.	
Deytheur	-	-	20	-	102	-	-	-	Deytheur	Deytheur	-	-	Deytheur.		
		30	-	-						-	-	Deytheur	-	-	Deytheur.
TOWNS WITHOUT ENDOWMENTS FOR GRAMMAR OR OTHER SECONDARY SCHOOLS.															
Caernarvon	8,512														
Holyhead	*6,193														
Newtown	*5,916														
Mold	*3,735														
Flint	3,428	36,641													
Amlwch	*3,207														
Llanidloes	3,127														
Conway	*2,523														

* The Population is that within the Parliamentary limits.

E. General View of the Towns whose Population lies between 20,000 and 100,000.

Towns of between 20,000 and 100,000 Inhabitants.

The towns whose population lies between 20,000 and 100,000 cannot be considered as in the same sense educationally independent of the country around them as the larger towns whose endowments we described immediately after those of the metropolis. A town of 40,000 or 50,000, still more a town of 20,000, is a part of the country in which it stands. It will probably need boarders to enable it to maintain a classical school of the first grade in thorough efficiency, and if its circumstances make a school of a different sort more desirable, a boarding school will be needed elsewhere to receive the boys who require a classical education. For this reason we have treated the endowments of these towns just as we have treated the endowments in smaller towns, as part of the educational resources of the divisions in which they respectively stand. There are, however, some educational characteristics of the towns well worth observing, which can only be seen in clear light when the towns are grouped together, and considered by themselves. In spite of the repetition which it must involve we propose very briefly to review the endowments of these towns, grouping them under the following heads:—

a. Manufacturing towns.
b. Maritime and garrison towns.
c. Country towns and watering places.
d. Cathedral and University towns.

(*a*).—*Manufacturing Towns.*[1]

Lancashire towns.

Under this head the largest group is that of 12 towns in the north-western division, Cheshire and Lancashire. All of these towns, with the exception of Ashton and Staleybridge, have endowed grammar schools. Two only, viz., Macclesfield (income 1,200*l.*), Bury (income 539*l.*), have endowments exceeding 500*l.* per annum. The united income of the endowments in the 12 towns is over 3,500*l.*; the entire number of scholars in the endowed schools 915, but only 155 learn Greek, only 32 scholars learn natural science. All the schools but three indicate, by the fact of their being in the second grade, that the scholars need an education suited to those who leave school about 16.

Yorkshire.

In the large manufacturing towns of Yorkshire and the Midlands the results are not very different, although some of the

[1] Northampton, Walsall, Dudley, Coventry, Leicester, Nottingham, Macclesfield, Stockport, Ashton-under-Lyne, Blackburn, Bolton, Burnley, Bury, Preston, Rochdale, Staleybridge, Warrington, Wigan, Halifax, Huddersfield, Wakefield, Merthy-Tydvil.

endowments relatively to the population of the towns are larger. Two Yorkshire towns, Halifax and Wakefield, with 60,000 population, and 920*l.* income, have 119 scholars, 44 learning Greek, none learning science. TOWNS OF BETWEEN 20,000 AND 100,000 INHABITANTS.

In the West Midland division, Dudley, Coventry, and Walsall,[1] with a united population of 120,000, and income 2,095*l.*, have 253 scholars, 26 learning Greek, 19 learning science. Midland.

Huddersfield and Merthyr Tydvil have no endowment. At Northampton there is a small endowment (304*l.*), but the school is in abeyance. Huddersfield, Merthyr,[1] Northampton.

Taking this class of manufacturing towns as a whole, we have 22 towns, with a united population of nearly a million, and with endowments for grammar schools amounting to about 7,800*l.* per annum. The number of scholars in all the schools is below 1,400. That is, the available funds are nearly 8*l.* per thousand of population; the number of scholars only at the rate of about 1·5 per thousand of population.

Nearly all these scholars are ostensibly receiving a classical education, yet only 250 are learning Greek; meanwhile, natural science is taught to only 51.

Moreover, there is no systematic provision (unless the case of Macclesfield be an exception) for the wants of the lower middle class.

(*b*).—*Maritime and Garrison Towns.*[2]

The case of these towns differs from that of the manufacturing towns in that the amount of endowment relatively to the population is much smaller. Of the 13 towns only seven have any grammar school endowments. Maritime towns. Seven only endowed.

The most favourable instance is Ipswich. As we remarked above, with a very moderate endowment, viz., 109*l.* per annum, and exhibitions 147*l.*, there is a flourishing classical school in the first grade, having 58 day boys and 45 boarders. There is also a wealthy foundation for non-classical education.

At Southampton there is a small endowment and a considerable classical school, but much hampered by present restrictions.[3]

In four towns, Colchester, Swansea, Yarmouth, and Gateshead, there are moderate endowments. The schools at the two first places are classical, but in neither of them do the scholars remain long enough for the schools to belong properly to the first grade.

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[1] See Green, p. 169.

[2] Chatham, Dover, Southampton; Colchester, Ipswich, Yarmouth; Birkenhead; Gateshead, Sunderland, South Shields, Tynemouth; Cardiff, Newport, Swansea.

[3] See Mr. Hankin's Evidence, vol. iv. p. 453.

TOWNS OF BETWEEN 20,000 AND 100,000 INHABITANTS.

In Swansea alone does there seem to be an active demand for full classical instruction.

Six not endowed.

In six other maritime towns, Chatham, Dover, Birkenhead, Sunderland, Cardiff, and Newport, there are no grammar school endowments.

In none of these 14 towns, with the exception of Ipswich, noted above, is there apparently any public provision for a third grade school. The united population of the 14 towns is over half a million, equally divided between those which are and those which are not possessed of grammar school endowments.

The entire demand in these places for instruction in classical or semi-classical endowed schools, as at present constituted, appears to be represented by 428 scholars, which is slightly over the rate of two boys per thousand of the population in the towns which have the endowments. Of these scholars about 187 learn Greek. No Science appears to be taught in these schools.

(*c*).—*Country Towns and Watering Places.*[1]

Eight country towns.

Eight towns are grouped under this head. Their interests are no doubt very various; only two of them have considerable endowments, Cheltenham 865*l.* per annum, Bath 461*l.* per annum. Reading has 73*l.* per annum, and is at present closed. Derby has 65*l.* per annum; Maidstone 151*l.* In the two last cases the schools though small seem to be active as schools of the first grade.

Brighton, as is generally known, having no endowed schools, abounds in private and proprietary establishments for education of every kind; at Croydon, a foundation with an income of 500*l.* a year is in abeyance.

The total population of these towns (besides Croydon) is about 311,000, their grammar school endowments, 1,912*l.* per annum. The scholars 518, of whom 88 learn Greek, and 69 science.

(*d*).—*Cathedral and University Towns.*[2]

Cathedral towns.

Ten places are included under this head; two others, Manchester and Bristol, have been named among the largest towns; the remaining cathedral cities have fewer than 20,000 inhabitants.

This class presents, in one point of view, a remarkable contrast to those which have preceded. It includes, it is true, several

[1] Maidstone, Brighton, Croydon, Hastings, Reading; Bath; Cheltenham; Derby We do not include Shrewsbury in our calculations.

[2] Canterbury; Oxford, Cambridge; Norwich; Exeter; Worcester; Lincoln Chester; York; Carlisle.

places which might have been placed among manufacturing towns; almost all of them might have been in the list of country towns; but the class as a whole is remarkable for the greater vitality of the classical education. None of the cities is without an endowment of fair amount; none has an endowment which can be called excessive with reference to the population. The united population of the 10 places is nearly 350,000, the united income over 6,700*l.*,[1] the scholars in the endowed schools under 1,500, of whom about 610 are learning Greek 174 are learning science, viz., at Canterbury, 26; Worcester, 50; Lincoln, 17; York, Holgate School, 8; Carlisle, 73.

Towns of between 20,000 and 100,000 Inhabitants.

It must, however, be noticed that in comparing the number of scholars with the population a deduction from the number of scholars must be made for 370 who are boarders; this deduction being made, the proportion of day boys to the population is scarcely over 3 per thousand; the proportion of funds rises as high as 19*l.* per thousand.

It must also be observed that in this, as in former cases, systematic provision for the scholars of the third grade is wanting except at Exeter.

(*e*).—*Conclusion as to large Towns* (*exclusive of Towns of above* 100,000 *Inhabitants*).

The state of the case as regards the principal towns of England and Wales stands thus; 54 towns (omitting Shrewsbury) have a population of about 2,150,000.

Large towns. General result.

In 16 of these towns with nearly 700,000 inhabitants, there are no scholars in public endowed schools for secondary education.

In the remaining 38 towns with nearly a million and a half of inhabitants, the total number of scholars in public secondary schools is about 3,800.

According to our estimate there ought to be in these 38 towns provision for 15,000 or four times that number, and in the whole 54 towns for 21,500 or nearly six times that number.

great deficiency;

In only three or four of all these towns at most is there any systematic provision of third grade schools adapted to the wants of the lower middle classes; the number of such scholars does not probably amount to 1,000 in public schools of the third grade.

specially in third grade.

As regards the amount of endowments in each town it does not appear that in any of the towns the amount of endowment now applicable to secondary education is excessive.

No surplus funds

[1] Besides the Clergy Orphan School at Canterbury, and Norman School at Norwich, which are special foundations.

TOWNS OF BETWEEN 20,000 AND 100,000 INHABITANTS.

for redistribution.

So far, therefore, as any inference may be drawn from the state of these towns there does not appear to be a *primâ facie* ground for abstracting any portion of the funds now applicable to secondary education in one town in order to provide for the deficiency of such education by the direct support of schools in another town or place.

Having now concluded our statement of the facts in detail, we give two tables summing up the results of those previously given.

The two following tables comprise all the endowed schools of the 1st, 2nd, and 3rd grade, subject to the Inquiry, excepting Marlborough and Wellington Colleges.

Divisions.	NUMBER of SCHOLARS learning main Subjects of Secondary Instruction.				
	Greek.	Latin.	Mathematics.	Modern Languages.	Natural Science.
A. 1. London	1,059	3,068	1,118	2,238	916
A. 2. Towns of 100,000 inhabitants and upwards.	715	1,442	716	1,066	166
B. Five Agricultural Divisions	4,023	8,364	3,820	5,659	1,049
C. Three Manufacturing Divisions.	1,439	5,021	2,098	2,813	1,109
D. Two Mountainous or Mining Divisions.	563	1,233	629	696	211
	7,799	19,128	8,381	12,472	3,451

Divisions.	NUMBER of SCHOLARS in each Grade, distinguishing between Boarders and Day Scholars.					
	1st Grade.		2nd Grade.		3rd Grade.	
	Boarders.	Day Scholars.	Boarders.	Day Scholars.	Boarders.	Day Scholars.
A. 1. London	256	268	36	1,798	1,224	795
A. 2. Towns of 100,000 inhabitants and upwards.	33	866	4	1,044	0	460
B. Five Agricultural Divisions.	2,591	1,804	1,743	3,861	396	5,022
C. Three Manufacturing Divisions.	772	1,150	722	4,161	136	3,837
D. Two Mountainous and Mining Divisions.	327	524	243	1,000	8	963
Total	3,979	4,612	2,748	11,864	1,764	11,077

F. *Concluding Remarks.*

CONCLUDING REMARKS.

Having completed our review of the endowments, we desire to place in contrast the needs of the country and the resources which the endowments supply for satisfying those needs. It is to be observed—

The need: 1. Schools of three grades.

1. That the country needs three grades of schools, and preparatory schools for the higher and middle grades.

2. Day schools in 3rd grade.

2. That day schools are especially required in the third grade, and will probably succeed wherever there is a gathering of people within a moderate space, not merely in a single town, but also in scattered hamlets within three or four miles.

3. At rate of 8 per 1,000 scholars (boys) of the population.

3. That the demand for such education in the third grade alone is represented by a number of scholars which approaches, in the urban population 8 per 1,000 of the population.

4. At cost from 2*l.* 2*s.* to 4*l.* 4*s.*

4. That such education may be had for sums varying from 2*l.* 2*s.* to 4*l.* 4*s.* per scholar, buildings being provided.

5. 2nd and 1st grade more costly and more difficult to fill.

5. That in the second and first grade it becomes more difficult, in proportion to the age to which scholars stay at school, to obtain scholars enough to secure an efficient school in small towns, and more costly to provide competent teachers. A hundred boys cannot under ordinary circumstances be found for a day school of the first grade, except in large towns. In the smaller towns such schools cannot be maintained unless boarders be admitted. Farmers, moreover, who from their number determine a large proportion of the demand for schools in country districts, stand in special need of boarding schools.

Boarding schools needed.

6. In 2nd and 1st grade.

6. It follows that if day schools of the third grade are specially needed in country towns and in some populous villages, there is a not less urgent reason that boarding schools of the first and second grade should be kept up at places accessible to those who live where day schools of the first or second grade cannot be supported.

8. But not to exclusion of 3rd grade schools.

7. On the other hand, in establishing new boarding schools or retaining old ones care should be taken not to use endowments for their support until the wants of the locality, and especially of those who require third grade schools, have been sufficiently considered.

The grammar schools inadequate and unsuitable.

Now when we compare these requirements with the facts it plainly appears that the endowed grammar schools in their present condition are as a whole inadequate, and in many respects unsuited to the existing demand for secondary education.

Proved inadequate, for in 228 towns there are none. And their total income is too small.

1. That the grammar schools are inadequate to the demand is proved by two facts; first, that out of 532 towns, 228[1] have no such schools; secondly, that the entire income of these schools, viz., 210,000*l.*, if spread over the whole country, would

[1] Including Devonport and Salford.

CONCLUDING REMARKS.

not amount to more than 1*l.* per head of the boys alone requiring secondary education.

Proved unsuitable, because deserted in many cases.

2. That the schools are unsuited to the demands of the country is also proved by two facts.

The first is that many of the schools which are richly endowed and even efficiently taught at very low rates of charge, fail to attract a large number of the scholars requiring secondary education, and now paying for it elsewhere. The total number of boys in the grammar schools into which we have inquired in England and Wales (excluding the elementary) does not exceed 37,000.

Demand for modern schools suggestive.

The second fact which proves the existence of a demand for schools different in their aim and constitution from the ordinary grammar schools, is that a considerable number of new schools have been established for classical and commercial education in various forms, generally on a large scale.

Also the private schools.

To these must be added numerous private schools, of the number of scholars in which we are unable to form directly any trustworthy estimate, but it is undoubtedly very large. The total number of scholars (boys) in Endowed and Proprietary schools for secondary education appears to be 52,000. If the total number of boys requiring secondary education be 255,000, nearly 80 per cent. of the whole are educated in private schools, or at home, or not at all.[1]

3. Nor is the failure of the grammar schools to meet the wants of the country to be ascribed entirely to their unequal distribution over England.

Varying distribution of endowments.

It is true that, as we have shown, the distribution of such property varies very greatly in different parts.

Some good endowments in almost every county.

But if the counties be considered as they are grouped in divisions, there is no county which has not access to well endowed boarding schools of the first grade within a moderate distance, and there is hardly any county which has not some foundations on which might be raised as a superstructure inexpensive boarding schools of the second grade.

Want of third grade schools.

The schools that are wanting everywhere are good schools of the third grade; and though there are exceptions in particular places these are so few as to make the general want more evident.

Connected with want of organization.

But this last deficiency is closely dependent upon a larger and more general want, namely, good local organization guided by the supervision of a higher authority. Without some general system it is plain that neither can classical and semi-classical schools be made as a general rule large enough to be thoroughly efficient; nor can the deficiency of third grade schools, whether semi-classical or non-classical, be supplied; nor, were such third grade schools provided by voluntary agency, would they, for the reason

[1] See pp. 98, 322, and App. V., p. (150).

CONCLUDING REMARKS.

we have elsewhere explained, long continue to serve the class which most needs them.

Classical schools too many.

It has been shown that in some districts the schools professedly classical are far too numerous, injure each other, and defeat the end for which they are supposed to be maintained.

Small free schools mischievous.

It has been shown also that in some places, especially in the north, small endowments in country towns and villages hinder both the secondary and primary education. No remedy for these evils would be easy of application without a careful consideration of local details. The distribution of the endowments varies exceedingly both in the general amount applicable to education in different districts, and the number of schools with which they are connected.

No uniform system applicable.

Nor do the educational habits and expectations of the people vary less, than the value and number of the endowments. It is therefore highly improbable, however desirable organization and system may be, that a uniform system, any more than the fortuitous and isolated dealing with particular trusts which has hitherto prevailed, will meet the wants of the country.

Three conditions.
1. Good buildings.
2. Freedom.
3. Responsible management.

Our review of the different divisions points to the conclusion that while endowments appear to be often serviceable in maintaining a high standard of general culture and bringing it within the reach of all, yet the amount of endowment is of much less importance than some other conditions. Among these conditions four are of primary importance, good buildings, freedom in matters of detail, the active sympathy of a governing body virtually, if not formally, responsible to public opinion, and concerted action between all the schools.

In the second chapter we have discussed the principles and operation of the various restrictions by which it has been attempted to secure the presumed purpose of the founders of grammar schools; and we have shown that they are often ineffectual, and not seldom mischievous. In selecting for remark instances of important endowments in different parts of the country we have pointed out many where very large funds are producing at present little or even no result. On the other hand several cases have come before us in which, with a merely nominal endowment, a successful school has been supported. Among the most remarkable are some in which an active interest in the school on the part of the inhabitants is evinced by the aid of the municipal corporation.

We are of opinion that these facts point to some directions at least in which remedies for the misuse of endowments may be sought. But before we suggest the remedies, we must explain the obstacles which the present state of the law opposes to improvement.

CHAPTER IV.

THE LAW OF CHARITIES AS AFFECTING ENDOWED SCHOOLS.

WE propose in this Chapter to state briefly what legal power at present exists to make such changes as appear to be demanded by the present state of the endowed schools. The subject of the law of charities is a large one, but it is not necessary for us to do more than endeavour to explain, without aiming at minute distinctions the limits and effect of the present jurisdictions.

Witnesses.

We have been greatly assisted by the evidence given us by some distinguished witnesses, whose official and other experience renders their statements and opinions of the highest value.[1] They are Lord Westbury, Lord Romilly (Master of the Rolls), Vice-Chancellor Sir W. P. Wood, Sir Roundell Palmer (then Your Majesty's Attorney-General), Mr. Wickens, who as the junior counsel to the Crown in Equity represents the Attorney-General in relators' suits before the Court of Chancery; Mr. J. P. Fearon who, as solicitor to the Attorney-General in matters of Charity, is concerned chiefly with his *ex officio* proceedings; Mr. Lowe, formerly one of the Charity Commissioners; Mr. Hill, one of the Charity Commissioners; Mr. Hare, one of the inspectors of Charities; and Sir J. Kay Shuttleworth, who has written upon the reforms required. We have also referred to the evidence given on this subject before the Popular Education Commissioners, and the report of the Commissioners thereon.

Endowed schools subject to two jurisdictions.

Endowed schools, and endowments for education, whether of rich or poor, are a particular species of charity, and are therefore subject to the general law regulating the establishment and controlling the administration of endowed charities.

They are vested in,—

I. Corporations established by Act of Parliament or Royal Charter; or,

II. Unincorporated trustees, whether *ex officio* or hereditary, or renewed from time to time by fresh appointments.

[1] The evidence on this subject will be found in vol. v.

The former class are subject to the jurisdiction of a visitor as well as of the Court of Chancery; the latter to that of the Court of Chancery only, including, however, the Charity Commission.

I.—*Visitors' Jurisdiction and Incorporated Charities.*

I. Jurisdiction of visitors.

Eleemosynary corporations for educational purposes are very various in their constitution.

Sometimes the recipients of the emoluments of a charity are themselves incorporated,—as the master, fellows, and scholars of a college in the universities; the schoolmaster and usher, or the schoolmaster alone. Most frequently the estates and government are vested in governors or administrators who are incorporated without being themselves recipients of the benefit of the charity.

Again, the persons incorporated may be a number of separate persons, or they may be the members of an already existing corporation, incorporated anew under a different name for the management of a particular charity.

All eleemosynary corporations are necessarily subject to a visitor. The visitor is either expressly appointed by the founder, (called a special visitor), or, in default of such appointment, is the founder or founder's heir (called a general visitor). If the King is the founder, he exercises the visitatorial power through the Lord Chancellor; and if a private person be founder, but his heir cannot be discovered or become lunatic, the visitatorial power in this case also comes to the Lord Chancellor.[1]

The office of a visitor is to interpret the statutes, hear and determine all differences of the members of the society among themselves, and generally to superintend the internal government of the body. On such matters his jurisdiction is described as generally exclusive of all other jurisdictions; he must take as his guide the statutes of the founder, but so long as he does not exceed his proper province, his decision is final, and cannot be questioned by way of appeal. He does not, however, take cognizance of offences which are such by Act of Parliament or common law, independently of the statutes of the institution. Nor does his jurisdiction exclude that of the Court of Chancery, where the administration of the property by the governors can be shown to have a tendency to pervert the end of the institution.[2] If a visitor refuse to exercise his powers, the Court of Queen's Bench will grant a mandamus to compel him, or by the Grammar Schools Act, in the event of such refusal or neglect, or

[1] Lewin on Trusts, 367.

[2] Lewin on Trusts, 366. Grant on Corporations, 517.

of uncertainty as to the real visitor, the visitatorial power ("in respect of discipline only and not further or otherwise") may be exercised by a person specially appointed by the Court of Chancery *pro hac vice*.[1]

Objection to visitors' jurisdiction.

It is an important question whether the rights and powers of visitors are an aid or an hindrance to the reformation of endowed schools. The jurisdiction of special visitors has been carefully preserved from interference, when an Act of Parliament or a decree of the Court of Chancery might otherwise have infringed or destroyed it. The power given to the Charity Commissioners to authorize the removal of a master, or other officer of a charity, is made subject to the written consent of a special visitor, if any.[2] It is not always clear whether a person exercising certain visitatorial powers is technically a visitor.

1. Complication of jurisdictions.

1. As a general rule, any complication of jurisdictions leads to delay, uncertainty, and inconvenience: and the limits of jurisdiction between the visitor and the Court of Chancery are often difficult to define. Moreover the statutes of the founder, or subsequent statutes which take their place, are rarely sufficient for the rehabilitation of a school; and yet, except under special provisions, the visitor can but interfere and apply, he cannot give a new frame to the institution, or make the benefits of the endowment to flow in a different channel. Where the Lord Chancellor himself is the visitor, he sits indeed under a different name, and with different formalities, but except under special provisions of the founder, does not exercise a more ample jurisdiction than he does in other cases as the head of the Court of Equity.

2. Visitors often personally unsuitable.

2. The qualifications of the person on whom the right of visitation may devolve, may often not be such as to enable him to exercise properly a delicate judicial office. It can be only by chance that the heir of the founder is a suitable depositary of such powers; and even an *ex officio* visitor, such as the bishop of a diocese, however suitable he may be for this duty, has already full occupation with the duties of his own office.

3. Powers rarely exercised.

3. As a matter of fact the visitor rarely exercises his powers. He not uncommonly waives his jurisdiction; and in any case he waits for an appeal to be made to him. The authority of general visitors has become practically obsolete. And even where there is a special visitor, applications to him are rarely made.

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[1] 3 & 4 Vict. c. 27. s. 16.

[2] Char. Trusts Act (1853), § 22. See also Char. Trusts Act (1860), § 14.; Grammar Schools Act, §§ 1, 9, &c.; and similarly with regard to the apportionment of the benefits of a charity between the newly-formed districts of a parish. Char. Trusts Act (1855), §§ 10, 13. Mr. Fearon, 13,294. Sir R. Palmer, 14,130.

Mr. Fitch, who has inspected all the endowed grammar schools in Yorkshire and Durham, over 100 in number, says he has "only known one case in which the power of the visitors was "referred to as if it were a reality. I had occasion to meet the "trustees of a school to hear from them the particulars of a "new scheme, on which they had held anxious deliberations, and "from which they hoped to derive great advantages. Among "other propositions I observed that the scheme contemplated "a limitation in the choice of all future trustees to members of "the Church of England. I asked whether this was a new "provision, and in reply was told that no such conditions had "ever been insisted on before. Why then should a restriction "of this kind be set up now for the first time? Had any "new bequest been made annexing this provision? Had the "clergyman or any other member of the trust declared that it "would not be possible to work with dissenters? No. The rea-"son was, it was admitted, that the Bishop of the diocese was the "visitor, that his sanction was legally necessary to the accept-"ance of a new scheme, that on some other grounds the scheme "would probably not be acceptable to him, and that it was "hoped by this clause to propitiate his favour and to disarm "his opposition."[1]

4. The existence of visitors is quite compatible with "flagrant "examples of worthless teaching,"[2] and with all kinds of abuses. The first two Commissions of Inquiry into Charities (1818–1837) were not empowered to inquire into charities which were under special visitors. The third Commission removed this exemption. "The reports show that many of the worst cases of abuse and "mal-administration were found in charities having special "visitors. The powers of special visitors, even when they had "been exercised, appeared to be insufficient to control or rectify "the more flagrant abuses; and in a large majority of cases "the office of visitor had for years been merely nominal. The "condition of the minor grammar schools having special "visitors, was found, in many instances, deplorable."[3]

4. In practice found inefficient.

5. Lastly, the Court of Chancery has already larger powers than a visitor generally has, and the visitor's jurisdiction is in most cases only a hindrance. Of proved insufficiency to secure the due government of schools according to their actual constitution, it is also unavailable for any important expansion or modification of these functions, and may yet operate to withdraw them from jurisdictions effective for both such purposes.

5. A hindrance to the exercise of other and better jurisdictions.

[1] Fitch, p. 124. [2] Ib.
[3] Mr. J. P. Fearon on Endowed Charities, p. 12.

Whether so imperfect and partial authorities offer or not any adequate compensation for their obstructive operation, they are at least wholly unavailable for effecting such changes as are in our judgment required in the constitution and functions of the schools which they affect.

Mr. J. P. Fearon has even suggested[1] in his evidence the general expediency of dissolving corporations instituted for the government of charities, in order to afford to them the benefit of the greater responsibility of individual trustees, whose selection may also be better controlled. The Court of Chancery having no power to dissolve such corporations, has yet in many cases deprived them of authority, by subjecting them to the oversight and absolute control of boards of individual managers. The case of the Berkhampstead Grammar School, placed with its endowments under the management of an incorporated master and usher (subject to a special visitor) was selected by the Commissioners of inquiry as an example to be prominently exposed by them of gross neglect and abuse. The master and usher are still the corporate holders of the endowments, but can act only in implicit conformity in their management to the orders of such a superintending board.

We may briefly notice here the power reserved on the foundation of many schools to the Founder and his heirs, or limited to their governors (subject commonly to a control by the visitor or ordinary) or to their patrons or others, of modifying or extending their original statutes. This power is wholly distinct from the visitatorial authority, and is sometimes exercisable with no inconsiderable benefit to the schools which it affects. But such powers seldom authorize any sufficiently large variation of the first objects of the foundations and they are also too partial to be effective for that comprehensive improvement of these schools as a class which is in our judgment required.

II.—*Jurisdiction of Court of Chancery (including Charity Commission).*

II. Jurisdiction of Court of Chancery.

By far the most usual mode of establishing a charity is by vesting the property in one or more trustees for the intended charitable purposes. The trustees may be individuals or corporations; they may be private persons named by the donor; or official persons, as the minister and churchwardens of a parish; or an ecclesiastical corporation, as a dean and chapter; or a civil corporation, as a college, or municipal or commercial body.

[1] Q. 13,366–377.

Wherever there is a trust to be administered, and property the subject of that trust, the Court of Chancery claims and exercises the power of seeing that the trust is performed.

How charity is represented.

In suits the claims of a charity against the trustees or other persons are commonly represented by the Attorney-General, who either acts *ex officio* on his own motion, or, most usually, upon a case certified by the Charity Commissioners.[1] In former times any person could bring the claims of a charity before the Court if he obtained the sanction of the Attorney-General, who gave his sanction almost as a matter of course, the relator (as such a person was called) being liable for any costs which the Court should think fit to throw on him. Practically the costs were so frequently thrown upon the charities that the charities were crippled; and at length the certificate of the Charity Commissioners was rendered necessary to any litigation on behalf of charities, unless the Attorney-General chose to act on his own motion. The result is that relators' suits have come very nearly to an end, to the great advantage of the charities.[2] A claim adverse to a charity may of course be brought by any person at his own risk and choice.

The jurisdiction of the Court of Chancery was till lately the only or principal jurisdiction to which, in the great majority of cases, application could be made in order to obtain or enforce a proper administration of school endowments. The Charity Commissioners and the County Courts now exercise part of the same, not a different nor a larger jurisdiction; they exercise it, however, under special restrictions, but with fewer and simpler formalities than those required by the Court of Chancery.

Principal matters to which this jurisdiction applies.

This jurisdiction may, as regards its principal applications, be distributed under different heads, according to the occasions on which it is called into exercise:—

i. To enforce the rights of the charity against fraud on the part of the trustees, or adverse claims asserted by the trustees or by third parties.

ii. To empower the trustees to mortgage, sell, exchange, lease, invest, improve, and otherwise deal with the property in a way which they would be unable to do, or would incur risk in doing, if they had not the consent of a superior authority.

iii. To appoint new trustees, by way of addition or substitution and transfer the charity property without any conveyance or assignment.

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[1] 16 & 17 Vict. c. 137. s. 20. Sir R. Palmer, Q. 14,130.

[2] Mr. J. Wickens, Q. 13,168, 13,226-13,233. Lord Romilly, Q. 13,444-6. Mr. J. P. Fearon, Q. 13,301-13,307.

iv. To remove a trustee or schoolmaster or other officer of the charity for sufficient cause.

v. To frame schemes, *i. e.* codes of rules, more or less complete, governing the administration of charitable endowments.

We propose to discuss briefly each of these five heads, in order to show particularly what are the restrictions upon the exercise of this jurisdiction, and the limits of the jurisdiction itself, which render it inadequate to accomplish the objects which the present state of the endowed schools and other charities shows to be necessary.

i.—*Protection of a Charity against Fraud or adverse Claims.*

i. Fraud and disputed claims.

The first head is the ordinary jurisdiction of the Court in giving protection against fraud, or deciding on the title to property between two claimants.

Jurisdiction in such questions is obviously one which can be satisfactorily exercised only in a regular suit before a judicial tribunal. The Charity Commissioners themselves have no jurisdiction, and the County Courts only a limited authority, to determine questions of this nature. We mention it here in order to put it aside altogether, as not properly within our cognizance, nor the subject of any recommendation which we shall make.

ii.—*Authorization of Leases, Mortgages, &c.*

ii. Management of property.

Nor under the second head is it necessary for us to recommend any extension or alteration of powers. Whatever may have been the powers or practice of the Court of Chancery before the Charitable Trusts Acts, or the risk which trustees might have incurred, ample powers appear to have now been given to the Charity Commissioners to authorize all such sales, mortgages, leases, exchanges, improvements, and dispositions of the endowments of charities as are beneficial to the objects of the charity, and to indemnify the trustees in acting on their advice. An account of the powers and practice of the Commissioners will be found in Mr. Hill's evidence.[1]

As regards iii., iv., v., powers of Charity Commissioners.

Under the remaining three heads (iii., iv., v.), under which we have distributed the jurisdiction of the Court, the Charity Commissioners are empowered to make, unless they deem the case one of too contentious a nature, the same orders as the Court could make, provided the gross annual income, exclusive of the yearly value of any land or buildings occupied by the Charity, does not

[1] Q. 12,584, *et seq.*

amount to 50*l*. They can act upon an application from any one or more trustees, or persons administering or claiming to administer, or interested in, the charity, or any two inhabitants of the parish or place within which the charity is administered or applicable, and no appeal can be taken from their order, except with their own consent or the consent of the Attorney General.[1]

But where the gross annual income amounts to 50*l*., the Board cannot act unless *a majority of the trustees or actual administrators of the charity* make an application, and this order of the Board is subject to an appeal being taken to the Court of Chancery within three months by any trustee, or any person interested in the charity, or any two inhabitants of the parish or district in which the charity is specially applicable. This power of appeal (subject to no control) is, says Mr. Hill,[2] a great embarrassment to the Commissioners in the exercise of their jurisdiction. For though few appeals have been taken, the apprehension of the right being exercised has deterred the Commissioners in many cases from acting, where they would otherwise have thought it advisable to do so. The result is, that cases, where much dispute exists, are sent to the Court of Chancery at once, and the charity loses the benefit of an inexpensive jurisdiction.

Subject to these restrictions, the Charity Commissioners have the same power as the Court of Chancery on the following matters.

iii.—*Appointment of Trustees.*

iii. Appointment of trustees.

Incorporated trustees most generally fill vacancies in their body by co-optation. Wherever there are unincorporated trustees, not succeeding *ex officio*, a power of appointing new ones is generally inserted in the will, deed, scheme, or other instrument by which the charity is governed. Usually the surviving trustees have power to elect others to fill vacancies in their number; sometimes the nomination is given to other persons or bodies; and where the charity is governed by a scheme of the Court of Chancery the nomination is not uncommonly reserved to the Court. The Court can also appoint under its general authority, notwithstanding the existence of a power for the same purpose in private persons, as well as where no express provision has been made for the appointment of new trustees. So on the passing of the Municipal Corporations Act, the charities under the control of the larger municipal Corpora-

[1] 23 & 24 Vict. c. 136. s. 2. 16 & 17 Vict. c. 137. s. 43. [2] Q. 12,719-20.

tions were transferred to bodies of trustees appointed from time to time by the Court.

1. Inconveniences of appointment by Court.

1. The inconveniences of a resort to the Court of Chancery for this purpose are twofold.

In the first place an application to the Court is always attended with considerable expense, and, if there is a contest as to who shall be appointed, rival lists are proposed, and the affidavits of the efficiency of each list, and of the objections to each list, may run to a great number. There is nothing (says Mr. Wickens) so expensive as such a contest.[1] Mr. Hare speaks of one town in which the costs of these contests in less than twenty years after the Municipal Corporations Act amounted to 1,200*l.*, and says that in many cases they would probably be found to be still larger. These very expensive cases appear, however, to have been chiefly in parliamentary boroughs. When the Court of Chancery appoints, the solicitor to the Attorney-General endeavours to save this expense by driving the parties to a compromise; but the result of such a compromise may be only that an equal number of partizans are taken from each side, not that the best are selected.[2] An appointment by the Charity Commissioners is made by them without the formalities otherwise required, and commonly without any cost.[3]

In the second place, this natural dread of expense and contest leads to postponement of the application as long as is practicable. In the meantime the body of trustees is gradually becoming weaker, its members are often becoming infirm and incapable of giving proper time and adequate power to the care of the charity, and at last, when the appointment is made, the suddenness and completeness of the change interrupts the continuity of the management.[4]

2. Inconveniences of appointment by surviving trustees.

2. Nor is the method of co-optation or self-election, as it is called, more satisfactory. Mr. Hare says, "It is frequently the case "that the surviving trustees have been able to bring in their own "relations; so that one particular family has a preponderating "influence in the management of the trust. This is done without any publicity at all, and without any control over the "expense that is incurred, except by taking legal proceedings and "making the trustees accountable for having spent too much, "which would generally be more costly."[5] Moreover the body of trustees by this means becomes reduced sometimes to a single person, it may be the least intelligent of the body, who has

[1] Q. 13,215.
[2] Mr. Hare's Evid., Pop. Ed. Com., vi., p. 476.
[3] Mr. Hill, 12,637.
[4] Mr. Hare, 12,978.
[5] Q. 13,012.

then the sole power of appointing the future trustees, and exercising the power which no single person was ever intended to exercise. It is said the power of filling up the vacancies in their own body is often assumed by trustees without legal authority.[1]

A check upon self-election is kept by the Charity Commissioners in any new scheme established by them. They "require "the names of the persons so selected to be submitted to their "Board for approval, which approval is not given until notice "has been published and any observations, or suggestions or "objections have been stated. This course has been found to "work well. It tends to check any improper appointments, "and at the same time is not attended with any expense or "irritation, such as is frequently occasioned by a contest in the "first instance."[2]

Moreover, in all cases of self-election the legal estate of the land of the charity has to be transferred from the survivors of the old body of trustees to the new body. If this is effected by an order of the Charity Commission, there is no expense whatever, but if it is done by ordinary assurances, there is a solicitor's bill, and that may even exceed the annual income of the endowment. Thus at Brandon the last conveyance was in 1855, and the cost was 67*l.* 10*s.* 7*d.* The gross annual income of the school is 57*l.*[3]

This expense is entirely unnecessary. The Charitable Trusts Acts have provided for the vesting of the legal estate in an officer of the Charity Commission by a simple order of the Board. There is no expense, and the official trustee so appointed is a bare trustee and has no power of interference in the actual administration of the charity. A similar arrangement may be made to save all expense connected with the transfer of stock or receipt of dividends.[4]

It has been suggested that such expenses should be put an end to once for all, by vesting all charitable estates in the official trustee above named,[5] or by enacting that the legal estate should vest in any duly appointed trustee by the mere force of the appointment.

iv.—*Removal of* (1) *a Trustee or* (2) *Master.*

1. A trustee is, in the absence of any special provision in the deed or scheme governing the charity, appointed for life, and the

iv. Removal of a trustee.

[1] Mr. Hill, Q. 12,634. [2] Mr. Hill, Q. 12,641. [3] Mr. Richmond's Report.
[4] Char. Trusts Act (1853), § 47–53. Ib. (1855), § 15–28. Mr. Hill's evidence, Q. 12,635–12,640.
[5] Mr. Erle's Evid. Pop. Educ. Com., Q. 3818–58.

Court is slow to remove a trustee against his consent, except for crime or fraud or corrupt mismanagement. Probably the easiest way of remedying the mischief caused by the continuance of inefficient trustees would be to limit the period for which a trustee is appointed, but to make him re-eligible. Mr. J. P. Fearon has made a suggestion on this matter which we think it right to mention.

He suggests[1] that a general provision should be made by Act of Parliament, that if a man becomes a bankrupt, or is convicted of crime, or leaves the country, or has been absent from all meetings of the trustees for two years, he should cease to be a member of the governing body of a charity, but should be re-eligible. It would probably not be always easy to say when a person had left the country in the sense of such a rule; but the other parts of this provision seem suitable, and a clause of similar effect is now frequently inserted in schemes established by the Court or the Charity Commission.

Removal of a (foundation) master.

2. The removal of a foundation *master* is a matter often of the greatest importance, but in the absence of any sufficient special provision difficult to effect. The master generally has a freehold in his office, and even where there is a special provision in the school deed or statutes, the trustees sometimes incur considerable risk in putting it in force. "The Court of Chancery," said Mr. Hare,[2] "can now remove a master, but that is done very "rarely, and whenever it is done, it is done at a vast expense "to the charity." "It would be a troublesome and difficult "process," said Mr. Hill: "of course the master must be heard, "and the whole circumstances must be inquired into. It would "frequently be a very nice question whether the case established "sufficient legal grounds for removal, and therefore it is in "practice difficult to apply the remedy."[3] Besides this the Charity Commissioners have power by the Act of 1853 to authorize trustees to remove a schoolmaster or "schoolmistress on "proof to their satisfaction that he or she is unfit or incompetent "to discharge the duties properly, either from immoral conduct, "age, or any cause whatsoever." This power is subject to no appeal; but if there be any special visitor, his consent in writing is required. And the Commissioners can "act only on the "application of the trustees, and the trustees are, as a rule, only "inclined to apply in an extreme case, and in some cases will "not apply, even where there are sufficient grounds." When asked whether the Commissioners would consider themselves

[1] Q. 13,367–8. [2] Q. 13,008. [3] Mr. Hill, 12,731. See also the special report of our Assistant Commissioner on Enfield School.

authorized to empower the trustees to remove a master on the ground of mere inefficiency, Mr. Hill replied,[1] "It would be "very much a question of degree. It would be very difficult to "establish a case that was sufficiently strong." Under the Charitable Trusts Act of 1860, the Commissioners have also a direct power of removing a master, but similar difficulties affect its exercise.

The Act of 1860 gives the trustees of a school a much more effective power by authorizing them to remove a master or mistress, "*as they shall think expedient in the interests of the school*," provided that such removal is approved by the Charity Commissioners, and, if there be a special visitor, by the visitor. But it is expressly declared that this section shall not apply to any endowed *grammar* school. Moreover masters of other endowed schools appointed previously to the Act are also exempted.

Power to pension.

There is already sufficient power to award a pension to a retiring master and charge it on the revenues of the school.[2]

Instance of risk incurred by trustees.

The personal risk which the trustees run is illustrated by the case of Fremington Endowed School,[3] as described to us by Mr. Surtees, one of the unfortunate trustees, *ex-officio* as rector of Richmond, in Yorkshire.[4] "The trustees had power by the trust "deed to dismiss the schoolmaster for any just cause they might "think fit." In 1844 the trustees receiving complaints against the master, met, took evidence for seven days in the presence of the schoolmaster and his solicitor, and dismissed the master from his office. On appeal to the Court of Chancery it was decided that in consequence of some informality about notice the trustees should pay the schoolmaster's costs, amounting to 400*l.* On a second hearing the case was decided *in favour of the trustees.* Their lawyer's bill for this and other litigation arising out of it (not concluded till 1864), amounted to 1,246*l.* (in addition to the costs previously paid to this schoolmaster). But of this amount 400*l.* was recovered by the trustees from the charity, &c. Altogether the law costs on both sides must have amounted to upwards of 3,000*l.* The master held his position many years after he had been dismissed by the Vice-Chancellor's decree, as no trustee would act any further in the matter. The school funds were in great part absorbed and the lands mortgaged or sold. The trustees had to pay enormous costs out of their own pockets for doing their duty.

The annual income of the school, at the time when this litigation commenced, was about 80*l.* per annum.[5]

[1] Mr. Hill, 12,723. [2] Mr. J. P. Fearon, 13,395-6. [3] Not a grammar school.
[4] Vol. ii. p. 119. [5] See also Mr. Erle's evidence before Pop. Ed. Com. Q. 3758.

v.—*Power of framing New Schemes.*

v. Power to frame schemes.

The Court has power to sanction schemes for any of the following purposes :—

(*a.*) To change the particular rules of administration prescribed by the founder.

(*b.*) To specify the particular purpose to which a charity shall be applied, the founder having made only a general gift to charity.[1]

(*c.*) To substitute another charitable purpose for one specified by the founder, which it is either impossible, or, in a technical sense, contrary to public policy, to execute.

(*d.*) To redistribute the income of a charitable endowment when it has increased beyond the amount of any specific sums to which the founder had confined the application, or is enormously disproportionate to the objects named by him.

The limits of this power very uncertain,

This jurisdiction of the Court of Chancery in framing new schemes for the application of charitable endowments has been given to the Charity Commissioners, under the same restrictions which apply to its jurisdiction in the matter of appointment and removal of trustees. Both alike are administering a trust, and are therefore bound to carry into effect as far as possible the plan for the application and management of the endowment which the founder has expressly directed, or in default of express direction may legally be presumed to have intended. Where the founder has expressed only a general dedication of the property to charity, there the Court is free to direct the particular object to which it shall be applied, and the mode in which the trust shall be executed. On the other hand, where very minute directions are given by the founder, and some or all of them have become impracticable, the Court will not hesitate to abrogate them, and substitute a different plan which shall be better adapted to the present circumstances. But between these two limits of a very general intention and a very minute detail there may lie numberless directions very different in their claim to a share in the founder's intentions, very different in usefulness, very different in practicability; directions which are upheld or not, according to the

[1] The appointment of the fund in such cases to a particular purpose used to be supposed to be in the Crown by sign manual. Mr. Wickens (Q. 13,253) and Mr. J. P. Fearon (Q. 13,324) stated that they believed this to be obsolete. Hele's school at Exeter was, however, established in virtue of such an appointment, made in 1839. (Evid. part. ii. p. 837, and 5 & 6 Vict. c. 39 (private).

view taken by the judge, and which render conflicting decisions inevitable.[1] The rule of law is, where the precise object of the founder can no longer be regarded, or the funds have far outgrown the amount which he assigned to it, to approach in the new scheme as near as can be (*cy près*) to the founder's plan. Our witnesses generally agree in stating that the *cy près* doctrine is very uncertain and capricious. "Suppose," says Mr. Hare, "a draper of the city of London, living in the parish of St. "Andrew Undershaft, directed the proceeds of his estate to be "divided among poor drapers, aged men and women, in the "parish of St. Andrew Undershaft, are we to consider his "principal object to be the benefit of poor drapers, or the "parishioners of St. Andrew Undershaft, or that he means the "benefit to be chiefly for aged persons? It may mean all these "things, and each suggests a different *cy près* rule. . . . We "have no power of definition, nothing but pure guess-work."[2]

And its exercise necessarily arbitrary.

Again Mr. Fearon, speaking of charitable funds the objects of which have become wholly obsolete, such as the redemption of captives in Barbary, denied that it was within the discretion of the Court to select entirely what objects they might think most beneficial. "My own impression," he says, "is, and certainly "all our practice has been, to consider that, even in the case of "Barbary captives, if we had to do it by a court, we should have "to go as near to a Barbary captive as we could. It is most "inconvenient."[3]

The precise limit as to where the jurisdiction of the Court ends, and the necessity for recourse to Parliament begins, is a matter of very nice law.[4] Practically it is found that there is a very great distinction between contested and uncontested cases. Where there was no contest, the Court has sometimes strained its jurisdiction. At present the tendency of the judges is said to be rather to restrict than to amplify their powers in these matters. On some important questions which constantly occur in the settlement of schemes for schools, and which we have not hitherto discussed, we proceed to state, as

[1] Mr. Hill, 12,741-45; Sir R. Palmer, 14,161. [2] 12,982.

[3] See also Mr. Hare, 12,924. We may also quote the words of Lord Cottenham in the leading case on this subject. "There is necessarily great latitude in exercising "the jurisdiction over charity funds, when the direct object of the donor fails; and "therefore very different opinions may be formed upon that subject in the same case. "*A charity may be cy près to the original object which seems to have no trace of resem-* "*blance to it*, but which very properly may be adopted, if no other can be found "having a nearer connexion." (*Att. Gen.* v. *Ironmongers' Co.*, 1 Craig & Phil. 227.

[4] Mr. Wickens, 13,187-13,190; Pop. Educ. Rep., p. 479.

Present law as regards particular questions.

far as we have been able to gather it, the state of the law. They relate to—

1. Qualifications of trustees.
2. Qualifications of masters.
3. Character of instruction, secular and religious.
4. Imposition of capitation fees.
5. Local area from which the scholars entitled to the benefit of the endowment are to be taken.
6. Admission of boarders.

1.—*Qualifications of Trustees.*

1. Qualifications of Trustees.

(*a*). General.

As regards the qualification of residence, there appears to be no difficulty in extending the area within which residence is required, and the Court in constituting a new board of trustees for a town school usually allows the trustees to be selected from an area of 10 or 15 miles' radius from the town.[1]

(*b*). Religious.

But the religious qualification has been more disputed. Sir Roundell Palmer informed us that "the Ilminster school case "may be considered to have settled this rule, that, if there be "no intention expressed to the contrary, the trustees of a Church "school ought all to be members of the Church of England, "even if there be some other object of the charity which would "not in itself necessarily lead to that inference, provided always "that it does not lead to a contrary one."[2] The decision therefore turns on the question "whether a school is a Church school "or not, and that may be discovered by other criteria besides "express reference to religious instruction. For example, if it "has been founded to bring up children in secular and religious "learning, the founder being a churchman, or the foundation "being at a time when circumstances did not point to any "secondary sense of the particular words used, that would show "that religion was part of the object of the school, and the "presumption is that religion means religion according to the "Established Church."[3]

It does not, however, follow that, where a school is founded for general education, and there is no special indication of intention on the part of the founder as to religion, (as, for instance, a school founded out of an eleemosynary charity not connected with the church,) because the Court directs religious instruction to be given in the principles of the Church of

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[1] Sir W. P. Wood, 12,804. [2] Q. 14,156. [3] Q. 14,154.

England, therefore no trustee of any other denomination should be elected.[1]

Since the Ilminster case was decided, Lord Cranworth's Act has made it incumbent on the trustees of most endowed schools to provide for admitting to the benefits of the school the children of nonconformists. It may, perhaps, be argued that such schools are, therefore, no longer Church schools in the sense of this decision, that the Ilminster case no longer applies and that nonconformist trustees may be required to protect the interests of the nonconformist children.

2.—*Qualifications of (Foundation) Masters.*

2. Qualification of masters.

The masters of all Church schools must be churchmen, and the same qualification is secured in all grammar school masters by their being subject to the jurisdiction of the ordinary, a subjection which is preserved by the Grammar Schools Act. The same Act permits, in the case of grammar schools where the endowment is insufficient for the maintenance of the classical character of the school, a requirement that the master should be able to teach the learned languages to be dispensed with.[2] Whether other qualifications should be retained by the Court is a question to be determined on its view of how the founder's intentions can most nearly be executed under the present circumstances of the school.

3.—*Character of the Instruction; (a.) secular and (b.) religious.*

(a.) *Secular Instruction.*

3. (a.) Secular instruction.

What secular instruction should be given in any endowed school depends primarily upon the intentions of the founder. In the absence of any specific declaration, his intentions may be presumed from the language used in subsequent instruments, or from the history of the school.

Intention of founders.

The purposes of many of the most considerable grammar schools have been declared on their foundation in very summary terms, as that they should be Grammar Schools[3] (simply), or Grammar Schools for the Education of Children and Young Men,[4] Schools for the teaching and exercise of Grammar,[5] or for instructing Boys in Grammar Tongue,[6] or by short similar expressions indicating the intention of the founders of these

[1] Sir R. Palmer, Q. 14,157–9.
[2] 3 & 4 Vict. c. 77. s. 6 & 7.
[3] Birmingham, Stafford &c.
[4] Ripon, Sedbergh, &c.
[5] Thame, &c.
[6] Skipton.

schools to provide the best education (according to the estimate of their times) for the objects of their bounty. The most considerable grammar schools of King Edward VI. and Queen Elizabeth, among many others, were founded in such terms. Thus King Edward's school at Louth was founded for teaching grammar in order to the diffusion of good literature and discipline and liberal science. The Leeds Grammar School founded in 1552, may be cited for the present purposes as an example of similar foundations, for though originally endowed, in more general language "for the free teaching of all young Scholars, "youths, and children who should resort to it," it received subsequent augmentations of its endowments (the first being within three years of its foundation), under the name (applied to it by its new benefactors) of a free grammar school, and it was judicially held to be subject to the same law as if these had been the first terms of its foundation. The case of this school is so important that we must refer to it at some length.

Lord Eldon's decision in the case of Leeds school.

In 1805 the Greek and Latin languages were the only subjects taught in the school. Its trustees or managers represented to the Court of Chancery the insufficiency of that instruction for satisfying the requirements of the locality, and the great advantage which would arise from its specific extension to writing, arithmetic, and certain modern languages, a knowledge of which was specially needed by the mercantile community of the town. They petitioned the Court that such an extension should be made by its order; the schoolmaster opposed the petition; and the matter having been referred for inquiry to a Master in Chancery, he, by his report, recommended in effect that the principal objects of the petition should be conceded. Lord Chancellor Eldon overruled that report and rejected the petition in terms which are very material for the principles which they expressed as well as for the particular judgment pronounced in them. He held that the Free School of Leeds must be taken to be a free grammar school, all subsequent benefactions having been made to it under that name, and nothing having been taught in it except the learned languages. After referring to Dr. Johnson's definition of a grammar school as a school for teaching the learned languages grammatically, he said, "The "question is not what are the qualifications most suitable to the "rising generation of the place where the charitable foundation "subsists, but what are the qualifications intended. If upon the "instruments of donation the charity intended was for the "purpose of carrying on free teaching in what is called a free "grammar school, I am not aware, nor can I recollect from any

" case, what authority this Court has to say the conversion of " that institution by filling a school intended for that mode of " education with scholars learning the German and French " languages, mathematics, and *anything except Greek and Latin* " is within the power of the Court." He added that a provision for teaching additional subjects in a separate branch of the school might be very useful to the youth of Leeds, but could not possibly be represented as useful to that charity.[1]

Remarks on this decision.

It is beyond our province to question the soundness of the decisions of the legal tribunals; but it would be difficult to suggest provisions for any improved or satisfactory application of endowments if it were required that such recommendations should necessarily consist with the principles by which Lord Eldon considered himself to be judicially bound, or that they should be made with any regard to the use of a charity as opposed to the interests of all its proper recipients.

The effect of this judgment on the position of grammar schools was very serious. The judgment imported that the word "grammar" legally designates in such foundations the Greek and Latin languages; that a school endowed for teaching it has that instruction for its exclusive object; and that, however essential the knowledge of other subjects may be to any beneficial education, (even to any effectual prosecution of the one study of grammar itself) the necessary benefit of such teaching is not due from the school or its endowment. Yet an education which should omit all mathematical and even arithmetical teaching, and all instruction, even in the English language and history, and writing, as well as other important subjects could be of no value. This judgment, however, enabled masters of grammar schools, however largely their offices might be endowed, to exact without control any discretionary terms for affording voluntarily instruction to their scholars in subjects so essential to their education, or, if disposed to indulge only their personal ease, to withhold such teaching altogether, and by practically closing their schools to relieve themselves from all duty.

Notwithstanding the generality of Lord Eldon's expressions, it seems to have remained in the power of the Court of Chancery to apply to particular schools (the subjects of proceedings before it) schemes for their improved management, but it is unnecessary for us to discuss what authority formerly belonged to the Court, or was considered to be properly exerciseable by it for such purposes at different periods. Whatever may have been the limits of that jurisdiction, the Legislature intervened for

[1] A. G. *v.* Whiteley, 11 Vesey, 241.

the specific object of remedying the detrimental consequences of the law established by the case of the Leeds School, and for improving in other respects the management and functions of grammar schools, and conferred expressly on the Court powers for those purposes limited by particular reservations. The Grammar Schools Act,[1] (sometimes called from its introducer, Sir Eardley Wilmot's Act,) commences by detailing in the preamble the evils which prominently required remedy; it referred to the large number of schools endowed for the education of boys and youth wholly or principally in grammar, and to the construction applied by the Courts of Equity to the term "Grammar," as importing only the dead or Greek and Latin languages; to the comparatively limited value of such education without instruction in other branches of literature and science, whereby such schools had in many instances ceased to afford a substantial fulfilment of the intentions of their founders; to difficulties experienced by the governing authorities of such schools in establishing any other system of education; to the frequent inability of the judicial courts to give adequate relief, and to the cost of obtaining any such relief; to the necessity caused by changes in the population of particular districts, of restricting in some cases and of extending in others the rights of admission to such schools, and to other circumstances. The Act then proceeded to provide for these circumstances. It enacted[2] that whenever any question should come under the consideration of the Courts of Equity concerning the system of education to be established in any grammar school, or the right of admission thereto, the court might make orders for extending the system of education to other useful branches of literature and science, in addition to, or (conditionally) in lieu of, the Greek and Latin languages, or such other instruction as might be required by the foundation or existing statutes; and also for extending or restricting the freedom or the right of admission to such school by determining the number or the qualification of boys to be admissible thereto as free scholars or otherwise; and for settling the terms of admittance to and continuance in the same; and to establish schemes for the application of the revenues of any such schools for rendering or maintaining them in the greatest degree efficient and useful, due regard being had to the intentions of the founders and benefactors, and to various circumstances of the schools referred to in the Act. But these valuable provisions were qualified by many subsequent restrictions.

Grammar Schools Act. Preamble.

(*a.*) Power to enlarge or alter subjects of instruction;

(*b.*) To extend or restrict right of admission;

(*c.*) To make schemes.

This power much restricted.

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[1] 3 & 4 Vict. c. 77.

[2] Sect. 1.

It was provided[1] that unless it should be found necessary, from the insufficiency of the revenues of any grammar school, the Act should not authorize the court to dispense with the teaching of Greek and Latin, or either of such languages then required to be taught, or to treat such instruction otherwise than as the principal object of the foundation, nor to dispense with any existing statute or provision relating to the qualification of any master or undermaster[2]; and that in every such case it should prescribe such a course of instruction, and should require such qualifications in the children on their admission, as would tend to maintain the character of the school as nearly as, with reference to the amount of the revenues, might be analogous to that contemplated by the founder; and that the court dispensing with any statute or provision relating to the qualification of any schoolmaster or under master should substitute such qualification as would provide for every object implied in the original qualification capable of being retained. It required also that the qualifications required in the master or under master of any school, should be required also in any additional masters except such as might be wholly referable to their capability of giving instruction in any particular branch of education; and[3] that although the teaching of Greek or Latin in any grammar school might be dispensed with, such schools and the masters thereof should be still considered as grammar schools, and grammar school masters, and subject to the same jurisdiction and laws.

Greek and Latin to remain if funds are sufficient.

Qualification of masters to remain as far as possible.

Schools to remain *Grammar* schools.

This Act therefore, confirming the principle that a grammar school is a school for teaching Latin and Greek, allows the teaching of Latin and Greek in grammar schools to be dispensed with only where the income is insufficient; but allows the addition of other subjects of instruction in all schools, provided such additional teaching does not encroach on the principal object of the foundation. Lord Romilly, Sir W. P. Wood, and Mr. Fearon have spoken strongly of the very inconvenient restrictions of this Act; and Sir Roundell Palmer, giving as his own opinion that, "a grammar school should be a school "for giving such instruction and education as was most for the "advantage of the class of children to be educated in it, "without the slightest limitations whatever as to the character "of the instruction," added "that that result could only be "obtained by legislation."[4]

These restrictions very inconvenient.

It may be added that this Act, besides saving the vested interests of all masters appointed before the passing of the Act,

The master still to have a *veto*, except in certain cases.

[1] Sect. 3. [2] Sect. 5. [3] Sect. 7. [4] Q. 14,223–4.

makes the enforcement of any new Statutes upon a master appointed since, dependent on the proceedings for that purpose being commenced in the Court within six months after the occurrence of the vacancy in the mastership. These restrictions become more serious in consequence of the very wide definition of grammar school given in the Act. "The word 'grammar "'school' shall mean and include all endowed schools, whether "of royal or other foundation, founded, endowed, or maintained "for the purpose of teaching Latin and Greek, or either of such "languages, whether in the instrument of foundation or endow-"ment or in the Statutes or decree of any court of record, or in "any Act of Parliament establishing such school, or in any other "evidences or documents, such instruction shall be expressly "described, or shall be described by the word 'grammar,' or "any other form of expression which is or may be construed as "intending Greek or Latin, and whether by such evidence or "documents as aforesaid, or in practice, such instruction be "limited exclusively to Greek or Latin, or extended to both "such languages, or to any other branch or branches of literature "or science, in addition to them or either of them; and that "the words 'grammar school' shall not include schools not "endowed, but shall mean and include all endowed schools "which may be grammar schools by reputation, and all other "charitable institutions and trusts, so far as the same may "be for the purpose of providing such instruction as afore-"said."[1]

Definition of *Grammar School* for purposes of this Act.

(*b.*) *Religious Instruction.*

3. (*b.*) Religious instruction.

Law before Lord Cranworth's Act.

The law appears to be that, in the absence of any direction by the founder to the contrary, education includes religious instruction, and religious instruction means instruction according to the doctrines of the Church of England. Vice-Chancellor Knight Bruce in 1842 laid this down in decided terms in a case, mentioned by our witnesses, which is the more interesting, because there was not, and could hardly be, the slightest expression of intentions by the founders. A scheme proposed to regulate a considerable number of aggregated charities at Bury St. Edmunds, called collectively the Guildhall feoffment, and to apply part as endowment for a school. Of the charities two only were of an

[1] Besides the universities and colleges in them, or connected with University of London, and the colleges of St. David's and St. Bees, the following grammar schools were exempted from the Act, viz., Westminster, Eton, Winchester, Harrow, Charter House, Rugby, Merchant Taylors, St. Paul's, Christ's Hospital, Birmingham, Manchester, Macclesfield, Louth, and such schools as form part of any cathedral or collegiate church. (§ 24.)

educational nature.[1] It was proposed that the Schools should be open to the children of parents of all religious denominations; *instruction in Scripture* was provided daily, the school to be closed on Sunday, and no mention was made of the religious creed of the masters and mistresses.

The Vice-Chancellor held that "it might be a question "whether or not any part of the funds ought to be devoted to "the purposes of education at all; but that if any part were "so applied, religion must be considered, for that any scheme of "education without religion would be worse than a mockery. "....In my judgment this scheme does not provide for what I "am able to consider religious instruction at all. If education, "of course including religious instruction, is to be provided "for, I apprehend it must be according to the doctrines and "principles of the English Church. I do not think it necessary "to declare that either the masters or the teachers should be "clergymen, but that the masters, mistresses, and teachers "should all be members of the Church of England, and that no "other course of religious instruction should be adopted than "such as is in conformity with the Church of England."

It was afterwards agreed that the masters and mistresses should be members of the Church of England, and that on every Lord's Day the master should give instruction in the Liturgy, Catechism, and Articles of the Church of England, to such of the boys whose parents were in communion with that Church; all the scholars to go twice every Lord's Day to church; but children of those who were not in communion might be excused by any two trustees, giving a written note.

A second case, also referred to in the evidence,[2] was that of Chelmsford Grammar School, founded by Edward VI. and endowed with lands of dissolved chantries and guilds. The governors were to have power, with the advice of the Bishop of London for the time being, to make statutes. A new scheme for its regulation was propounded by the Attorney-General in 1855, prescribing "instructions in the Holy Scriptures, the Church "Catechism, the Liturgy, doctrine and discipline of the Church

[1] Attorney-General *v.* Cullum. 1 Younge & Collyer, 411. The only objects of the charities thus converted, which were of an educational nature, were one "for "catechising and instructing poor people," and another "for horn books and "presents for the poor children," but the original foundation (temp. Edward IV.) was general:—"to the praise and honour of God and in the relief of the aldermen, "burgesses and the whole community and poor inhabitants of the town of Bury St. "Edmunds."

[2] Mr. Hill, Q. 12,769. Sir W. P. Wood, Q. 12,833.

" of England," but with the proviso that "no child whose " parents or guardians shall on conscientious grounds object " thereto, in writing, shall receive instruction in the Holy " Scriptures or in the Catechism, doctrine, or discipline of the " Church of England." On this proviso being opposed, Vice-Chancellor Wood said,[1] "it was impossible to hold, looking to the " whole scheme, frame, and general foundation of charities of this " description, that any school, founded, as this has been, by one " of the sovereigns of this country, for the purpose of teaching " grammar, could be other than a school, not only for teaching " grammar but also for sound religious education; and looking " to the period at which these schools were founded, such edu- " cation must have been education according to the doctrine and " discipline of the Church of England. . . . Looking to the " regulations relative to the licensing of schoolmasters, and re- " gulations in regard to teaching in general, which were not " superseded until so late a period as the time of George III., " a great deal might be said in support of the position that " foundations for instruction of any kind, at least down to the " time of Charles I., involved necessarily" (*i.e.* not merely as an important element) " religious instruction."

The Vice-Chancellor struck out the Attorney-General's clause altogether, and declared that it should be expressly stated in the scheme that "the scholars shall be instructed in religion " according to such statutes and ordinances as shall be made " from time to time by the governors, pursuant to the powers " contained in the charter."

Since Lord Cranworth's ct.

The question has been since put in a different position by Lord Cranworth's Act (1860),[2] and though Mr. Hill expressed

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[1] 1 Kay & Johnson, 543.

[2] This Act is so important that we give it here at length :—

23 VICT. cap. 11.—"AN ACT TO AMEND THE LAW RELATING TO ENDOWED " SCHOOLS."—"Whereas it is expedient that some restrictions upon the government " and teaching of certain endowed schools should be removed or modified: be " it enacted by the Queen's most Excellent Majesty, by and with the advice and con- " sent of the Lords spiritual and temporal, and Commons, in this present Parliament " assembled, and by the authority of the same, as follows:—

"I. It shall be lawful for the trustees or governors of every endowed school, from " time to time to make, and they shall be bound to make such orders as, whilst they " shall not interfere with the religious teaching of the other scholars as now fixed by " statute or other legal requirement, and shall not authorize any religious teaching " other than that previously afforded in the school, shall nevertheless provide " for admitting to the benefits of the school the children of parents not in communion " with the Church, sect, or denomination according to the doctrines or formularies of " which religious instruction is to be afforded under the endowment of the said " school; provided that in the will or wills, deed or deeds, or other instrument " or instruments regulating such endowment, nothing be contained expressly

a doubt upon the point, Vice-Chancellor Wood stated in his evidence that he had not the least doubt that the conscience clause would be introduced into Edward the VI.'s schools.[1] "The conscience clause is now," said Vice-Chancellor Wood, "inserted in every scheme without exception, unless there is a "positive exclusion of any but Church teaching. It must not be "merely a Church school, it must not be merely that the founder "says, 'I intend this as a Church school,'" but he must say, 'this "'is exclusively a Church school,' and if he does not say so, the "conscience clause is introduced." The cases of exclusion he thought were not many.[2] Sir R. Palmer used similar language. "I think it is now well settled that in all cases where the Court "settles a scheme, it being a Church school, it says, religion should "be taught according to the principles of the Established Church, "but that no children whose parents, or persons standing in the "place of parents, object, should be compelled to learn any "formularies or to attend the public worship of the Church of "England. Even if the school be not a Church school, nor of "any other particular denomination, I do not know that there "is any very substantial difference in that respect, because the "Court always considers that religion should be taught in any "place of general education under its control, if not excluded by "statute." Again, "the only case which would preclude the "conscience clause would be, if there was an express and "positive direction that every child should be taught so and so; "but the cases are so rare that one almost suspects where they "do exist they are overlooked in practice."[3]

4.—*Imposition of Capitation Fees.*

4. Imposition of Capitation Fees.

This is a subject on which, as we are told by Sir R. Palmer, "the views of the judges may differ very widely,[4] and at the

"requiring the children educated under such endowment to learn or to be instructed "according to the doctrines or formularies of such Church, sect, or denomination."

"II. This Act shall not apply to any of the institutions mentioned in Section twenty-"four" (above, p. 456, note) "of the Act of the third and fourth of Victoria, chapter "seventy-seven, intituled 'An Act for improving the Condition and extending the "Benefits 'of Grammar Schools,' nor to any school established or to be established "by or in union with, or to be in union with the 'National Society for promoting the "'Education of the Poor in the Principles of the Established Church," nor to any "Institution maintained wholly by voluntary subscriptions, or partly by voluntary "subscriptions and partly by school payments, nor to Scotland or Ireland."

[1] Mr. Hill, Q. 12,773. Sir W. P. Wood, Q. 12,832–12,836.

[2] Q. 12,829–30.

[3] Q. 14,137–9. See also Mr. Wickens, Q. 13,245–50. On the different forms of the conscience clause see Mr. Hill, 12,762; Mr. Wickens, 13,254–13,261; Sir R. Palmer, 14,142–14,153, and Appendix to same (p. 560) containing several instances.

[4] Q. 13,150. So also Mr. Hill, 12,747–12,750.

"same time. Every particular case would be judged on its own "merits and its own circumstances. There is nothing like a "tendency to the establishment of a general rule upon such a "subject, except so far as this, that if you find in an instru- "ment anything which positively excludes, that I think would "universally be held to be binding. I do not think that the "Courts would feel themselves warranted in turning a free "school into a school for which capitation fees were to be paid, "unless on the ground that they gave some instruction *ultra* "that which by the deed of foundation ought to be gratuitously "given."[1] According to Lord Eldon's decision, this would usually be Latin and Greek only; and thus in a large number of cases where the Court has allowed capitation fees to be charged, it has been provided that Latin and Greek should be taught freely, and the capitation fee be paid for instruction in mathematics, or English, or French. It is only in this way that capitation fees can be charged on all the scholars. "The Court "cannot turn a gratuitous education into an education for which "payment is to be made upon any general view of greater "expediency."[2] The tenacity of the Court as regards gratuitous education is shown in the answer of Vice-Chancellor Wood on this subject.

(*Sir Stafford Northcote.*)[3] "I am assuming this case, that the "funds of a school are not and cannot be made sufficient to teach "100 boys classics free. There are three alternatives which "may be taken; either you might substitute a smaller number "for the 100, or you might substitute a small payment for the free "education, or you might lower the character of the education. "You consider yourself entitled to do the last of those three; "but do you not consider yourself entitled to take either of the "other alternatives." *Answer:* "I do not think we should consider "ourselves entitled to do so. You said 100 boys. If you could "get a master to teach those 100 boys Latin and Greek free, of "course you would be bound to do it, and to maintain the "Latin and Greek. If you find you can get a man who, for "the endowment that you have, would undertake to teach 20 "free boys, then I think the Court of Chancery would probably "deal with it in that way.[4] The other boys would have to pay "fees."

"*Q.* Then you would take that as the second alternative which "you might adopt; and you would consider the third alternative

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[1] Sir R. Palmer, Q. 14,161.
[2] Ibid., Q. 14,169.
[3] Q. 12,878.
[4] Q. 12,847.

" as out of the question, viz., to say, we will teach the 100 boys " by imposing a small capitation fee?" [1] *Answer:* " That would " be the last thing to be done, and *I doubt whether we should* " *have power to do it.*"

Lord Westbury, in his evidence, put the case thus:—" The " Court feels itself justified in imposing this condition (*i.e.*, pay- " ment of fees) only on the principle of being compelled to do " it in order to get a good master; it is a thing dictated by " necessity. Where you cannot get a master without a large " payment, and you have no means of paying them, you must " administer it on the *cy près* principle; go as near as you can, " and let the boys pay as little as possible." [2]

5.—*Area from which privileged Scholars must be taken.*

5. Local limitations.

The scholars being the persons for whose benefit the school is founded and endowed, the particular class marked out by the founder becomes a matter of primary importance. The class is very commonly marked out by the qualification of residence or birth within a limited district, as a town or parish. We have, in the preceding chapter, spoken of the reasons for altering or enlarging this area in many cases. Except in cases of absolute necessity, *e. g.*, where the whole parish has been occupied with some public building, the power of the Court to change or enlarge the area appears doubtful. Mr. J. P. Fearon being asked, in reference to charities generally, whether there were " many " instances of the localities being changed or expanded over " which charities might be distributed," answered, " I have never " known any which could be taken as what you might call pre- " cedents. I could give many instances in which it was highly " necessary, and in which the proposal was defeated; the Court " found itself unable to do it. Perhaps I may state one of the " latest cases I can remember at this moment. It was a charity " for a little parish near the Post Office; almost the entire " parish had been pulled down for this Post Office itself, but " there was a little left. The charity was given first for poor " householders; they found there were no poor householders in " the parish, then it was varied by the Court for poor people, and " they after a time found that there were, I think, only two in " the parish. We tried to get it given over to Bethnal Green, " or to some of the extremely poor districts in the neighbourhood " of the General Post Office. The Court found itself unable to

[1] Q. 12,878, 12,847. There is a clerical error in the report of the evidence which is corrected in the above (somewhat abridged) extract.

[2] Q. 16,662-4.

"do it, and it eventually gave it for a school for the benefit of "the children of the letter-carriers of the Post Office, and so it "now remains. It does, no doubt, a certain amount of good."[1]

In the case of grammar schools, however, the Grammar Schools Act appears to give considerable power for this purpose. "It "shall be lawful for the Court to make such decrees or orders as "to the said Court shall seem expedient .... for extending or "restricting the freedom or the right of admission to such school, "by determining the number or the qualifications of boys who "may thereafter be admissible thereto as free scholars or other-"wise, and for settling the terms of admission to and continuance "in the same: Provided that .... the Court shall not allow of "the admission into any grammar school, in which the teaching "of Greek or Latin shall be still retained, of children of an "earlier age or of less proficiency, than may be required by the "foundation or existing statutes, or may be necessary to show "that the children are of capacity to profit by the kind of "education designed by the founder."[2]

6.—*Admission of Boarders.*

6. Admission of boarders.

The question of the admission of boarders is one partly included under the last head, wherever the benefits of the school are confined absolutely or preferentially to those who were born, or whose parents reside, within a particular area. Where the school is open to all comers, the practice used to be common, (and, as we showed in the second chapter,[3] is now found in certain places,) of scholars from a distance boarding with some one in the parish, but attending the school as a day scholar. But the boarders, whose admission has been made the subject of much contest and numerous decisions of the Court, are scholars boarding *with the masters*. Vice-Chancellor Wood, speaking of Lord Cottenham as strongly opposed to the admission of boarders at any place, and of Lord Lyndhurst, as having always expressed a view in favour of it, added, "Of late years we have been rather getting "round from Lord Cottenham's notions to those older decisions "which, as far as I am concerned, I think the sounder, and "boarders are now admitted, unless there is some clear and dis-"tinct ground to apprehend some special prejudice to the school "in general from their introduction."[4] Lord Romilly, in a decision which is often quoted, refused, though the application was made by a majority of the trustees, to permit the master of Bristol Grammar School to receive boarders, though under re-

[1] Q. 13,359. [2] Ss. 1 and 4. [3] Pp. 203–206. [4] Q. 12,828.

gulations to be made by the trustees. After stating that each case must, in his opinion, be tried on its own merits, he said:—"The interests of society will eventually be best consulted "and advanced by holding, that into the free grammar "schools which are, from their position and neighbourhood "well attended by free scholars, boarders should not be admit-"ted, or should be admitted only to such limited extent as "would not interfere with the general character of the school; "and when a school has attained a great amount of scholars "under either system, viz., that of taking free scholars almost "exclusively, or boarders almost exclusively, it would, in my "opinion, be foreign to the duty or province of this Court to "interfere with or alter that system."[1]

Mr. J. P. Fearon spoke of cases in which the Court of Chancery had authorized large expenditure on buildings for the express purpose of enabling masters to receive boarders, and of other cases where the Court had refused to allow the funds to be applied for erecting such buildings.[2] The Court has, it would seem, in the absence of any special circumstances, complete power to decide either in favour of or against the admissibility of boarders.

(1.)—*Objections to the jurisdiction of the Court of Chancery.*

Objections to the jurisdiction of the Court.

These are the principal questions which have to be settled in schemes for the administration of schools, and such are the powers and the want of power to change the founder's directions which are possessed by the Court of Chancery and the Charity Commission. The objections to the sufficiency of either, with their present jurisdiction, for the task of putting the endowed schools on a proper footing are many, but they all flow from the same cause, viz., the view of schools as trusts the execution of which is to be enforced by a judicial tribunal, not institutions to be managed freely by competent administrators. The Court of Chancery being a court of law, has to consider not what is expedient for the school or the locality, but what was intended by the founder. It has to wait for others to call its powers into exercise; it cannot take the initiative, and survey and inspect of its own motion. It is approached only in a formal suit, or at least on a formal application. The judge cannot act on his own view, even of what the

[1] 6 Jur. N.S., 287. 28 Beavan, 172. The school was founded simply as "a free "grammar school, to be kept within the town of Bristol, or within the suburbs of the "same." By *free* scholars throughout the judgment, *day* scholars appear to be meant, whether paying small fees or not.

[2] Q. 13,347–8.

law allows; he is bound to respect precedents, and act consistently with them; he can rarely reconsider a scheme after the lapse of a few years, lest he should take a different view from his predecessor, and encourage a perpetual re-arguing of the same questions.[1] And yet, though thus bound to aim at a uniformity of decision, the Court has no power to make general orders to secure it.[2] The procedure may be costly and tedious: the decisions which seem to encourage the application may themselves be overthrown by the result of a pending appeal: and the charity may suffer, even if the trustees do not, by the cost of the attempt to improve it. Each case, too, has to be taken by itself, and a general survey of the endowments of the town or the county is beyond the scope of the jurisdiction.

It will be well to set out these points a little more in detail.

1. The Court is slow.

1. The Court acts slowly.—We find it frequently said by our Assistant Commissioners in their reports that a school has been in abeyance, or that projected alterations have been suspended in consequence of the matter being before the Court. Our Assistant Commissioner, Mr. Fearon, remarks of the amply endowed Berkhampstead school, that "for the first two centuries of its life "it lived in obscurity, and probably in inefficiency. For the last "century and a quarter it has lived in Chancery. There have "been in this period at least three decrees, five Masters' reports, "and 14 orders in Chancery. After a short and abortive effort "to get its fate settled by the Charity Commissioners, it still re-"mained in Chancery" at the date of Mr. Fearon's visit. The buildings are in bad repair and the school in a very languid condition. At Risley a new scheme had been pending for three years, and the school was suffering greatly. At Bewdley the Charity estates were mixed up with those of the municipal corporation, who were governors. A suit was instituted in 1835; in 1856 a scheme was framed by the Court; and in 1864, at the expiration of 29 years, the school was re-opened.[3]

2. The Court is costly.

2. The Court acts expensively.—We have already mentioned the case of Fremington school. Mr. Martin, in his evidence before the Popular Education Commissioners, gave a list of expenses in some suits with which he had been acquainted. In one case at Ludlow the costs altogether were 20,000*l.*, and absorbed the whole of the corporation estate. A subordinate suit, where the charity was worth 11*l.* a year, cost 2,015*l.* 15*s.* 9*d.* The institution of the Charity Commission has

[1] Sir W. P. Wood, 12,843. [2] Mr. Wickens, 13,213.
[3] See also Hartlebury, Haverfordwest, &c.

diminished but not stopped such expenses. Within the last four or five years, on a quarrel arising between the trustees, a suit was instituted for the division of the property of the school at Marton between two townships. The suit was decided in favour of the old school. The costs of both parties, amounting to more than 400*l.*, were paid out of the charity, whose annual income is 100*l.*[1] A recent scheme for Wolverhampton school cost about 800*l.* In the Bewdley case mentioned above, the sum of nearly 400*l.*, or more than five years' net income of the school, was paid in 1857 for the costs of the Attorney-General and the solicitors employed. There are many schools now whose annual accounts show a payment in gradual discharge of a debt incurred for Chancery proceedings. Thus the costs of suits ended in 1843 and 1848, respectively, are still burdening the school revenue of Royston (Yorkshire, W.R.) and Wimborne.

3. The Court acts only on an application being made and a regular suit being instituted.—Unless, says Mr. Fearon, "there "should be some one with a long purse or a relish for litigation, "a charity may remain for ages unreformed. Seven at least of "the grammar schools (in the Metropolitan district) of the third "grade, which urgently require reform, and are now almost "worse than useless, would long since have been restored to "their usefulness, or converted to other purposes, if we had an "efficient educational board."[2] The facts as given in the preceding chapter are perhaps enough to show that what is required is not a series of judicial decisions, but an administration with a vigorous initiative.

3. The Court acts only judicially.

4. The Court acts only on individual cases.—A very slight difference in a founder's expressions, though the needs of the school and of the locality may be the same, may alter essentially the decision of the Court. Mr. Fearon says of his district,[3] "almost "every conceivable variety of policy may be found, sanctioned "by decrees of Chancery, within this radius of 12 miles, occupied "by an urban homogeneous population." And this variety is not due to the deliberate endeavour to supply different wants, but to the accident of a founder's expressions, or it may be the particular views of the judge before whom the case happened to come.

4. The Court acts only in individual cases.

5. The Court has no professional knowledge of education.—What the scheme shall order, therefore, depends greatly on chance. The scheme is the work probably of the solicitor of the trustees or promoters, and however desirous he or they may be

5. The Court has no special knowledge of plans of education.

[1] Bryce, p. 453. [2] General Report, p. 323. [3] Ib., p. 324.

to do their best, there is no educational board to advise them. The Attorney-General, or judge who alters or sanctions it, have to look chiefly to what the law permits, and quite secondarily to what will produce the best educational results. And if there be no contest, and nothing obviously illegal, the scheme may be passed without any criticism. It cannot therefore be assumed that the rules governing endowed schools are, except very rarely, the work of distinguished men filling high legal positions, still less of men with practical experience of educational details.[1] Many of the schemes show this clearly. They are as obviously mistaken in theory as they are mischievous in practice.[2] How much of the error is due to the Court's want of power, how much to the results of a contest, how much to the honest ignorance of the promoters, may be difficult to estimate. The injury to the school and the real injustice to the founder are the same.

(2.)—*Defects in the Charity Commission.*

Charity Commission a far better administrator;

The Charity Commission has far more the character of an administrative board than the Court of Chancery has. It is readily accessible to a complaint or an application for advice, neither of which cost the applicant anything, while they may save both him and the charity from much loss and disappointment. "It is an amicable tribunal of reconcilement rather than "of litigation;"[3] it does not require the attendance of counsel, or the forms of litigious procedure, it can "see and hear by other "means than affidavits;"[4] it can institute an inquiry of its own motion; it acts on the experience which it constantly accumulates. But it is hampered with too many restrictions to enable it to perform the whole task required.

but hampered with restrictions.

1. It cannot act spontaneously.

1. It requires an application to be made before it can exercise any power beyond that of inquiry. The case of Kirkleatham, in which a scheme of the Court of Chancery slept unknown for 10 years, shows that if endowments are to be put to use, motion from without the Board cannot always be relied on.[5] This absence of the right of initiation was, as Mr. Lowe informed us, not part of the Act of 1860 as originally drawn. To make an application for the removal of a trustee or a master, or the reform of a school, is an invidious thing, and an inhabitant often

[1] Fearon, p. 324. See Mr. J. P. Fearon, Q. 13,294; Mr. Wickens, 13,197–8.

[2] Fearon, 325; Bryce, 454–456; Bompas, p. 72; Hammond, 468. Reports on Berkhampstead, Hampton (in Middlesex), Enfield, Grantham, Llandaff (Howell's school), Kidderminster, Wolverley, &c.

[3] Sir W. P. Wood, 12,861. [4] Mr. Hare, 12,977. [5] Fitch, p. 227. Above, p. 274.

shrinks from it.[1] "What I saw and heard," says Mr. Bryce, speaking not of Lancashire, but of some other parts of the country, and especially of Wales, "led me to believe that there "are many cases in which no two inhabitants can be found to "take the responsibility of coming forward and invoking the "Charity Commission, where yet it is most needful that they "should be invoked."[2] We ought, however, to add that Mr. Hill did not think this difficulty serious.

2. In the case of any charity amounting to 50*l.* annual value, the Commission cannot act without the consent of a majority of the trustees, and its order is subject to easy appeal. A majority of the trustees may be in favour of a change, but have every inducement to refrain from acting against a persistent minority, who may throw the matter into the Court of Chancery, where costs only are certain, and the attainment of a good scheme is doubtful. Our Assistant Commissioner, Mr. Fearon, details at length the recent case of St. Olave's school, Southwark, where, as he says, "the efforts of the great majority of the governors, backed by the "strenuous co-operation of the head master and by the autho-"rity of the vestries, and sanctioned and supported by the "Charity Commissioners, have entirely failed" (to reform the school) "in face of an opposition which I will venture to call "ignorant and stupid."[3]

2. It requires consent of majority of trustees if charity amount to 50*l.* a year.

3. Their power and modes of inquiry, though apparently ample for all purposes of investigating the affairs of the endowment, are not sufficient for examining the state of the school. To tell whether a school is doing its proper work requires technical knowledge of education, as much as the other part of their inquiries requires a technical knowledge of law. Even the right to examine the scholars appears to rest simply on the general words authorizing the Board and their officers to inquire into the "management and results of any charity."[4] Probably a master might withdraw any scholars, not on the foundation, from the examinations, and this would amount in many schools to the withdrawal of the large majority of the scholars who might be absorbing the main care and instruction of the master. Our Assistant Commissioner, Mr. Fearon, after stating that a charity inspector has only two ways of forming an opinion on the state of a school, viz., the reports of the school examiners (if any) appointed by the master or trustees, which are often untrustworthy, and the opinions of residents, proceeds: "This evidence of the residents I believe to be almost worth-

3. It has not sufficient means of examining scholars.

[1] Evid. Q. 6547. [2] General Report, p. 459. See also Mr. Hare, Q. 12,916.
[3] General Report, pp. 325–333. [4] Char. Trusts Act, 1833, § 9.

"less; and I fancy that I shall be supported in this view by "most of the inspectors of charities. The witnesses are generally "shopkeepers, farmers, or tradesmen, who, in the first place, are "totally ignorant of any means of forming a right judgment on "such matters, and, in the second place, are seldom without "strong prejudice for or against a master."[1]

4. Accounts of income and expenditure often not sent or insufficient.

4. The Charitable Trusts Acts make it the duty of the trustees or administrators of every charity to transmit to the Board every year a statement of the accounts of the charity.[2]

The Charity Commissioners themselves have often called attention to the very imperfect extent to which this law is operative. Thus in their sixth report they stated that "21,237 "such returns had been received during the past year, their "number during the previous year having been 10,665." In later reports they speak of different numbers, but none so high as 20,000, often not more than 13,000 or 14,000. Mr. Fitch tells us that he has met with charities whose managers informed him that they have never once complied with the requirements of the Act. He also instances the case of Lord Wharton's charity for the distribution of Bibles. "Throughout "this district there is a feeling that the advantages derived from "this charity are wholly inadequate to its resources, and that its "administration might be greatly improved. But those who "have spoken to me on the subject have generally added, 'of "course the accounts are overhauled every year by the Charity "Commissioners, and all is sure to be right.'" Mr. Fitch found (in June 1866) that the trustees had not sent in the accounts since the year 1858. "The balance sheet of the year accounted for a "total sum of 1,356*l.* 10*s.* 2*d.* as follows:—700*l.* expended for the "purpose of the charity, 34*l.* 0*s.* 6*d.* paid to the secretary, and a "balance of 622*l.* 9*s.* 8*d.* carried forward to the next year. No "details were given with reference to the expenditure of the "700*l.*"[3]

It appears, therefore, that the check believed to be imposed by the Act may be quite illusory. The Charity Commissioners, in speaking of this subject in their last report, state that the auditing or examination of these accounts by them is a gigantic

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[1] Fearon, General Report, p. 334. See also Appendix to the same, p. 471. We may notice that the Grammar Schools Act contains a clause empowering "any person or "persons having sufficient powers of visitation to order such examinations to be held "into the proficiency of the scholars attending a grammar school, as to him or them "may seem expedient." If they have not sufficient powers the Court can enlarge them. (§ 13, 14.)

[2] Char. Trusts Act (1855), § 44.

[3] Fitch, p. 228–230.

task, quite incommensurate with the means at their command, and, as they believe, not contemplated in the Act.[1]

Professor Bernard recommends the periodical *publication* of accounts of income and expenditure.[2]

(3.) *Jurisdiction of County Courts, &c.*

Jurisdiction of County Courts, &c. quite insufficient.

The County Courts and District Courts of Bankruptcy have jurisdiction in cases of charities given them by the Charitable Trusts Acts, but the jurisdiction is not so large as that given to the Charity Commissioners, and its exercise requires the sanction of the Board or of the Attorney-General. As a matter of fact, no applications have been made to the Bankruptcy Courts at all, and in the few that have been made to the County Courts the whole proceedings have practically been conducted by the Charity Commissioners, and the County Court has merely given a formal assent.

Conclusion. Further Changes required.

Further wants.

The reform of endowed schools requires something more than the removal of the special restrictions, which bind the Charity Commissioners or even the transfer to it from the Court of Chancery of all cases where the right of property does not come in question. There are at least two things more required, and they are closely connected with each other. The first want is the power and habit of looking with a trained eye at the schools in relation to one another, and adjusting them so as to prevent wasteful rivalry and secure the fulfilment of both parts of founders' intentions,—a liberal education, not too high for the locality generally, and opportunity to all, including the poorest, of rising to the highest education possible. And for this purpose isolated boards of trustees, however constituted, are not sufficient. It appears to be essential that the experience and some of the powers of the Charity Commission should as it were be ready at hand in the different parts of the country to stimulate inquiry and initiate reforms.

(1.) Power to organize schools in relation to one another.

Ready means of exercising Parliamentary powers.

The second want is to free the Commission entirely from that view of school endowments which the law of charities imposes alike on the Court of Chancery and the Charity Commission. To *alter the trusts* of charities which *can* still be executed is at present in the power of Parliament alone, and this power is exercised only by the regular procedure of passing a special Act for the purpose. Without some readier means

[1] 14th Report, p. 6 (1866).

[2] Vol. ii. p. 10.

than this, it is hopeless to attempt either to reform and organize the schools, or to convert numerous ill-applied charities to educational purposes. All our witnesses who spoke on this point recommended some easier process than the present, and recommended that the power should be entrusted not to the Court of Chancery but to an administrative Board or Committee. We think it advisable to quote the answers of several witnesses: and first those of Vice-Chancellor Wood.

Witnesses agreed in recommending such powers to be given to an administrative board.

"Q. 12,851. (*Lord Taunton.*) Do you think it would be of "use, in dealing for instance with the original intentions of the "founder (of an endowed school), that a larger discretion should "be given to the Courts than they at present feel themselves at "liberty to exercise?—They are I confess in many cases very "eccentric, and it may be exceedingly desirable to have larger "powers of dealing with them. This has been done already "with regard to the Universities, and I do not see why it should "not be done with regard to endowed schools." Again, in reply to Lord Lyttelton (Q. 12,855):—"I think there ought to be a "power of revision after a certain number of years, say 60 years, "of any [charitable] disposition a person may choose to make of "his property, because you do not allow a man to dispose of his "property in favour of his great grandchildren; he cannot do "it for more than a life in being and 21 years after that.

"12,857. (*Lord Stanley.*) May I ask you how far you would "carry that power of revision? Would you carry it so far as to "allow the Courts to make a totally different provision from "that which the founder intended, or would you only extend "the doctrine of *cy pres*?—I confess I go the whole length of "saying that they should have that power; it should be a public "charity."

Mr. J. P. Fearon was asked (Q. 13,147):—"Has it occurred "to you with regard to the *cy près* doctrine, apart from the "question of practicability, that after a certain time it would be "reasonable that that principle should be extinguished, so that "the Court should be allowed to direct the application of a "charitable endowment entirely at its discretion for the benefit "of the class and of the place for which it was given?—Yes, I "think so. What I meant to convey to the Commission was, "that in some body, less cumbrous and less difficult of access "than Parliament, should be vested a power to alter totally the "administration of charities; Parliament having now alone that "power, it would be better to transfer it to some permanent "body well acquainted with the subject.[1]

[1] See also Q. 13,275, 13,289, 13,314, &c.

Lord Romilly[1], Sir R. Palmer[2], Mr. Hare[3], Sir J. Kay Shuttleworth[4], all expressed decidedly the same opinion, Sir R. Palmer and Mr. Hare[5] suggesting that schemes which altered the trusts of charities should receive the consent of Parliament not singly but collectively. All considered that the Charity Commissioners with enlarged powers should have the framing of the schemes. Lord Westbury thought it desirable that a power of transplanting school endowments which had outgrown their original purpose, and of converting to educational purposes a number of small charities which were of little use, should be created; such power to be exercised by the Charity Commissioners with the sanction of the Privy Council. Both he and Sir Roundell Palmer laid great stress on giving discretionary powers of this nature not to a court of justice, but to an administrative board, capable of deciding such questions on a large view of general expediency. They considered that to give a large discretion of this nature to a judicial tribunal is to run the risk of, on the one hand, injuring the tribunal in its judicial character, and, on the other hand, impairing the discretion by subjecting it to a legal bias.[6] And Lord Romilly appeared to take the same view, and combated from the experience of France the idea that if trusts of charities were altered there would be less disposition to leave money for such purposes.[7] Professor Bernard gives a similar recommendation.[8]

Why such powers should not be given to the Court of Chancery.

We cannot sum up the general argument better than in the words of the Popular Education Commissioners (presided over by the late Duke of Newcastle and including the high judicial authority of Sir John T. Coleridge) in advocating a similar course.

"The power of posthumous legislation exercised by a founder "in framing statutes to be observed after his death, is one which "must in reason be limited to the period over which human fore- "sight may be expected to extend. Without such a limitation, "foundations would be open to the condemnation passed upon "them by Turgot and other economists as creations of a vanity "which imagines that it can foresee the requirements of all "future ages, and of a credulity which supposes that strangers "administering a founder's charity in distant times, will carry out "his favourite system with a zeal equal to his own. By the

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[1] Q. 13,433, 13,450, 13,462.
[2] Q. 14,170, 14,178, 14,211-3.
[3] Q. 12,921, 12,980, 12,986.
[4] Q. 17,441 *et passim*.
[5] Q. 12,921, 14,212, 14,216.
[6] Lord Westbury, Q. 16,634, 16,675, 16,679. Sir R. Palmer, 14,170, 14,178.
[7] Q. 13,431.
[8] Vol. ii. p. 10.

"law of England, and by the law of nature, a man is incapable "of making a perpetual disposition of his property. The State "suffers him to exercise an indefinite power over the land for "the purpose of his foundation; and in so doing, it is not only "entitled but bound to secure the interests of future generations, "which can be done only by retaining the power of modifying "the founder's regulations when necessary, to suit the require-"ments of succeeding times. It seems, indeed, desirable in the "interest of charities in general, and of educational charities in "particular, that it should be clearly laid down as a principle, "that the power to create permanent institutions is granted, "and can be granted, only on the condition implied, if not "declared, that they be subject to such modification as every suc-"ceeding generation of men shall find requisite. This principle "has been acted on ever since the Reformation, but it has never "been distinctly expressed. Founders have been misled, and "the consciences of timid trustees and administrators have been "disturbed, by the supposition that, at least for charitable pur-"poses, proprietorship is eternal, that the land on which its "rights have once been exercised can never be relieved from "any of the rules and restrictions which have been imposed "on it; that thenceforth it is subject, and ever will be subject "to the will not of the living, but of the dead." [1]

[1] Pop. Ed. Rep., p. 476.

CHAPTER V.

EIGHT OF THE LARGEST ENDOWMENTS.

Eight Endowments selected for special consideration.

WE have thought it advisable to report specially on a few Schools of unusual magnitude and importance. The selection of these has necessarily been guided by a somewhat arbitrary rule; but we believe it will have sufficiently answered our purpose. We have taken eight Endowments, each of which possesses some peculiar characteristic of its own, and the income of which, either applied or applicable to education, exceeds 2,000*l.* *per annum*. They are these:—

	Gross income, including money spent on other purposes besides Education.	Net income applied to Education.
	£	£
Christ's Hospital[1]	56,000	48,000
St. Olave's[2]	4,605	2,413
Dulwich College[3]	16,829	3,034
Birmingham[4]	12,218	9,506
Manchester[5]	2,994	2,480
Tonbridge[6]	3,614	2,643
Bedford[7]	13,121	7,046
Monmouth[8]	2,925	2,191[9]
Total	112,306	77,313

Our general object in so doing has been to exhibit on a great scale, and in selected instances, conditions, whether deserving imitation or fit to be held up as examples to be avoided, such as occur on a smaller scale in many other schools in the country.

[1] Vol. iii. pp. 32–39. These amounts can only be given roughly. We have not included the income of charities of which the Governors are trustees for purposes not connected with the hospital, nor casual income arising from legacies, gifts, &c.; but we have included (in the net as well as in the gross income) the income under special trusts for exhibitions, &c., and we have not deducted from the net income the moneys spent on repairs of the hospital, as is done in the net income (42,000*l.*) given in Appendix V.

[2] Vol. iii. p. 71.

[3] Vol. iii. pp. 132, 140, 142. See below, p. 498.

[4] Vol. iii. p. 176. The Governors have spent during the last five years an average of 10,703*l.*, nearly 1,200*l.* beyond the actual income. This expenditure has come from an accidental surplus.

[5] Vol. iii. p. 304. The income is diminishing.

[6] Vol. iii. p. 423.

[7] Vol. iii. p. 397.

[8] Vol. iii. p. 443.

[9] This includes the surplus. Vol. iii. p. 446. In consequence of sales of part of the estate to railway companies the income will in future be largely increased.

Besides this, the actual importance of these Schools may seem to justify us in bestowing on each of them separately the attention which we have done in this chapter; and in so dealing with them we have written freely, venturing to point out what we ourselves believe would be the best arrangements for their regulation. Nor do we deny that the whole of our recommendations have a practical object, and we should wish them to receive immediate consideration from those in authority in that sense; but we do not mean to assert in any case that the local circumstances admit of full effect being at once given to our suggestions.

We do not think it requisite to dwell in this place on the general principles which we have followed in treating these particular cases. Such principles of course there are; but they do not differ from those which we recommend for application elsewhere, and they will be found fully discussed in the more general parts of our Report. The propriety of this application of them to their several cases may, we trust, sufficiently appear in the Chapter itself, but with regard to some of the more important points we propose, after having gone through the Schools, to point out how they have been alike, though with differences of detail, illustrated by all or any of them.

CHRIST'S HOSPITAL.

1.—CHRIST'S HOSPITAL.

Enumeration of materials for Commissioners' Report.

The materials for a judgment on the case of Christ's Hospital are very ample. Besides what we may ourselves have observed in our personal inspection, the new matter furnished to us consists of the answers given by the Hospital authorities to our questions,[1] the oral Evidence,[2] and the Report on this school appended to Mr. Fearon's General Report.[3] Besides these, we have the copious and elaborate account of the Commissioners of Inquiry, occupying 311 pages of the Sixth Part of their Thirty-second Report (1837)[4]; a concise, but very clear and able Report by Mr. Hare to the Charity Commission[5]; Mr. Gilpin's Evidence and a few paragraphs in Mr. Cumin's report to the Popular Education Commissioners;[6] and some very important recommendations of the Commissioners themselves.[7] There is also a carefully-written history of the hospital by the Rev. William Trollope (1834), and an earlier one by Mr. Iliff Wilson (1821); to which may be added the books of reference, viz., Carlisle's

[1] Given at length in vol. iii. pp. 11–69.
[2] Vol. iv. pp. 748–859.
[3] App. v. in vol. vii. pp. 474–528.
[4] pp. 73–528.
[5] House of Commons Paper, Sess. 1865, No. 382.
[6] Vols. vi. 575, iv. 283.
[7] p. 496.

account of the Grammar Schools, and the more recent ones, the Public Schools Calendar, and Staunton on Public Schools.

CHRIST'S HOSPITAL.

Mr. Fearon's Report.

It must be observed, however, that for our most proper and immediate object—the ascertainment of the actual work of the School—what is taught and what is learnt, one of the above authorities stands on a different footing to the others. We have had, what the Nine Schools Commissioners in vain endeavoured to obtain,[1] an actual examination of the boys, conducted for us by a competent and independent authority. Knowing, as we do, Mr. Fearon's ability and trustworthiness, it is manifest that in this respect his information is more material than all the rest.

I. Proposal to transform the Hospital into five schools outside of London considered.

Mr. Fearon has found much that calls for amendment in the methods and practice of the school teaching; much that is unsatisfactory in its results. But the most important practical suggestion with which he concludes,[2]—that the school should be almost wholly removed from its present site, and revolutionized in its character, being transformed into five large boarding and day schools, within a large area round London,—is one which in substance others have made before him, and which does not, in fact, depend on the success or failure of the present system of instruction in the School.

It would be perfectly possible, and it ought not to be a matter of much time or difficulty, to remedy every one of the defects of which Mr. Fearon speaks. Let us assume that this were done, and let us assume further that the constitution and the government of the School were put on the best possible footing, whatever that may be (of which more hereafter)—the question would still remain, Is it the best application of a net income of 40,000*l.* or 50,000*l.*[3] to have a large middle-class boarding school in the heart of London?

In the abstract this question should probably be answered in the negative. We conceive, and we see that Mr. Fearon has been led by his inquiries to the same opinion,[4] that what is really wanted, especially by the Middle Class, in and near London, and what is more or less rapidly and effectively being supplied, is a large extension of the day-school system. For boarding-schools there is an equal but a different kind of demand, and when unforced, its direction is away from London. No doubt an *artificial* supply through *foundations*, as those of Christ's Hospital, Westminster, and Charter House, will always be met by a corresponding demand; but the *natural* tendency

[1] Report, p. 2.

[2] pp. 517–19.

[3] It is difficult to speak with precision. See above, p. 473, note. Hare, pp. 35–41. Mr. Gilpin, Evid. 7833.

[4] p. 136.

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appears manifestly, when we compare the full numbers of foundationers at the two latter schools with the dwindling lists of the non-foundationers.

Proposal to transform the Hospital into day-schools in and near London considered.

If, then, we assume that the natural demand in and near London is for good day-schools, it is further evident that in meeting that demand we also extend very much further the benefits of education than we can by the boarding-school system alone; the number of children taught in what we have assumed to be the best way, being so far greater in the one case than in the other. And, on his principle, we do not think Mr. Fearon right in re-constituting boarding-schools at all out of the Hospital funds; it would be better to apply them wholly to large day-schools after the model of the City of London or King's College Schools.

Not recommended.

We are not, however, prepared to recommend a change of this character.

It has never been exclusively a London school.

In the first place, admission to Christ's Hospital has never been confined to London, and the school cannot be considered as the exclusive property of the metropolis. The Londoners may fairly claim a share, and we shall presently recommend the assignment to them of a very substantial share, in this splendid endowment. But we cannot consider that a school which has hitherto been open to the whole of England, ought now to be practically confined to a single section of Your Majesty's subjects, even though that section consist of the inhabitants of the capital city.

Its past history deserves consideration.

To this it may be added that some consideration seems to be justly due to the past history of so remarkable a school, and to the attachment which it has inspired in the hearts of many of its scholars. Christ's Hospital is a thing without a parallel in the country, and *sui generis*. It is a grand relic of the mediæval spirit; a monument of the profuse munificence of that spirit, and of that constant stream of individual beneficence which is so often found to flow around institutions of that character.[1]

Reasons.

It has kept up its main features, its traditions, its antique ceremonies,[2] almost unchanged for a period of upwards of three centuries. It has a long and goodly list of worthies.[3] It is quite as strong as Eton or Winchester in the affection of those who have been brought up in the school.[4] And, whatever edu-

[1] A detailed catalogue of these benefactions occupies 79 pages of the Report of the Commission of Inquiry (89–178).

[2] See, among a multitude of similar instances, the account of the doings on Easter Monday and Tuesday (Trollope, 106).

[3] Trollope, 202–308; Wilson, 128–278; Mr. Dipnall's Mem. in vol. iv. p. 835.

[4] It is impossible to doubt this. *See* Trollope, 163; Hare, 184; Mr. Dipnall, p. 842; Essays of Elia, p. 302 (ed. Paris, 1835); Duke of Cambridge, 8814[76]; and the remarkable testimony of Bishop Middleton (Staunton, 473).

cational faults there may be in it, that affection is at least well earned by the admirable care and unstinted liberality bestowed on the nurture of the children[1] (extending to an unlimited supply, as may be required, of the smallest articles of extra clothing[2]); the result of which is shown in their singular enjoyment of good health, of which there is irrefragable evidence,[3] and which we think must be more due to that peculiar care than to any other cause. CHRIST'S HOSPITAL.

Further, it may be observed, the one good thing that results from the present unsystematic state of education in this country is great variety of type. The one thing in which we have an advantage over Prussia, for instance, is, that our schools are not moulded into the sort of mechanical uniformity which is, perhaps, the chief defect in the Prussian system. Nor is this by any means a small gain. There is something consonant to our character in allowing all kinds of excellence a fair field to show themselves; and in this way much true energy, that would be repressed and perhaps killed in a more uniform system, gets fair play. The most stringent measures for improving the teaching in Christ's Hospital would be quite consistent with retaining all that is really characteristic in the Institution.

We propose, therefore, that the Hertford School be *given up*, and that the amount now spent upon it, about *11,000l.* a year, be devoted to the purpose of founding day schools in London; but that the Hospital be retained on its present site.

I. Of the Hertford School we will speak presently, and we proceed now to consider the best measures to be adopted, supposing the Hospital in London to be retained as a large Boarding School.

In the first place we do not propose any change in the ancient peculiarities of the School, in so far as they do not interfere with matters properly educational. It seems to us that directly opposite courses should be followed in this respect, in the opposite alternatives of the migration of the School and its retention on its present site. In the former case we would abolish all such peculiarities, as salt that would have lost its savour; in the latter we would keep them all. To do otherwise would, we conceive, be not only a needless outrage on traditional sentiment,[4] but would substantially diminish the interest and the goodwill 1. Retain peculiarities.

[1] See the details in the Report of the Commissioners of Inquiry (261–269). Some account of the matter will be found in Mr. Trollope's Tenth Chapter (309–333).

To the above should be added the expenditure for outfit, apprenticeship, and the like.—Trustees' Answers, Q. 44.

[2] "Gloves and *mittens*," by an enlargement of a private benefaction (Inquiry, 309).

[3] Mr. Stone, Evid. 8759–8814.

[4] Duke of Cambridge, Evid. 8814[3].

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which are felt towards the School by its members and supporters, and which are of solid value.

In particular we are in favour of leaving to the governing body to consider, whether any change should be made in the ancient dress now worn by the scholars, or any relaxation of the rules regarding it. Several critics, *ab extra*, are more or less against it:[1] but Dr. Haig Brown[2] appears to be the only person connected with the school who would do away with it. Mr. Trollope,[3] Mr. Wilson,[4] and Charles Lamb,[5] speak of the abolition with horror, and as a kind of sacrilege.

2. Make large change in—
(*a*) Government.
(*b*) Selection of children.
(*c*) Studies and discipline.
(*d*) Government; what it originally was.

But we need not say that the exception above stated, of whatever has an actual and proper bearing on the education, is of vital importance. We think that it cannot be doubted, that under the three great heads, of the Governing Body, the selection and admission of children, and the studies and the discipline of the School, large and material change is required.

By the original Charter[6] the government of the Hospital was joint with that of other Foundations, and was simply vested in the "Mayor, Aldermen, and Commonalty of the City of London." By the necessity of the case this power was from the earliest times delegated, in various ways, and not without frequent disputes, of which a copious narrative may be read in the Report of the Commissioners of Inquiry.[7] *It is not, however, very material.*

What it now is.

The present government *in fact* rests, and has done so without being seriously challenged since the Act passed, on what may be called a Parliamentary title, the Statute of 1782,[8] which gave legal effect to a compromise agreed on previously between the Corporation and the *de facto* Governors of the several Foundations.

By the Act a fixed number of members of the Corporation were constituted Governors of the Hospital. But, in so far as this General Court of Governors have important powers, the more material provision of the Act is its recognition for the first time[9] of the class of Donation Governors which had virtually existed for some time previously, but which, it is said,[10] cannot actually be traced back beyond the middle of last century.

The regulations concerning the Donation Governors have been varied from time to time, but it is enough briefly to state that the present system is simply this: Any one of respectable character

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[1] Fearon, 116, 138; who, however, adds that he does not hear that it is disliked. Hare, 51; 32nd Rep. Ch. Com., Pt. 2., p. 263.
[2] Evid. 8432. [3] p. 51. [4] pp. 33, 34. [5] Essays, pp. 303-4.
[6] 32nd Rep. &c. p. 83. [7] pp. 222-233. [8] Id. 233-237.
[9] Hare, 34. [10] Popular Education Comm. Rep., p. 499.

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who will present a *bonâ fide* donation of 500*l.* to the funds of the Hospital becomes a Governor, with the same powers as any other.[1] The Act prescribed, and it is no doubt still required, that these Governors shall be elected by ballot of the General Court. But with the powerful inducement of the 500*l.* donation, and considering that these donations form a regular part of the Hospital income,[2] it would have been strange if the result had been other than it is, viz., that in practice a Governorship may be absolutely purchased for the above sum. One instance only appears to be recorded[3] in which a proffered donation was rejected, and in that case it would have plainly been a mere evasion of the rule, if it had been accepted. And if the Governors have made it at all an object[4] to keep their number within certain limits, those limits have certainly been wide, for in 1854 Mr. Hare[5] found the total number to be 466, of which 428 were Donation Governors.

Defects of present government.

The general body of Governors have large and somewhat indefinite powers, most of which, however, they practically delegate to a smaller body, called the Committee of Almoners.[6]

"This committee consists of 42 members, including six who are called honorary members, but at the same time have a right to act on the committee if they think proper. Nine go off by rotation, and it is so settled that there shall be four new committee governors every year. Everything is referred to this committee to carry out, and recommend to the general court for their approval."

Assistant masters are appointed by this committee. In appointing a head master of any one of the different departments the committee selects three of the candidates, and[7] the general body chooses one of the three.

We cannot think that this constitution of a Governing Body is a good one. It was disapproved by the Commissioners of Inquiry.[8] Mr. Fearon[9] does not propose to disturb it, but we do not understand him really to approve it. Mr. Hare defends it,[10] and says it produces as good a body of Governors as any other method. We cannot concur in this opinion. In the first place, we think the total number of Governors enormously too large. The sense of responsibility is seriously

[1] Hare, 42. [2] Trustees' Answers, Q. 19.
[3] Mr. Gilpin, Pop. Educ. Com., Evid. 7787. [4] Mr. Gilpin, 7844; 32nd Rep.,&c., p. 239.
[5] p. 42. [6] Mr. Gilpin, 7781. [7] Trustees' Answers, Qq. 50, 51.
[8] pp. 241–2. This was partly on the special ground that the amount of donation then required was insufficient and improvident, which is controverted by Mr. Hare (42). But the case does not rest on such details.
[9] p. 136. [10] pp. 42, 43.

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diminished in the action of so large and scattered a body. The treasurer admitted, that if the election to the more important masterships were left to the committee, the choice would proceed on surer grounds. In the next place, we cannot consider that there ought to be any exception to the rule, that the members of any such body, with powers actually educational belonging to them, ought to be elected on the ground of personal fitness by some responsible authority; which it is needless to say is not really the case here.[1]

On the functions of this body, however formed, its control over the admission of children, and its relations with the Masters, it will be more convenient to dwell subsequently. But we cannot hesitate to advise that the present system should be remodelled.

Recommendation.

We propose that the Governing Body be limited to 21. Of these, not wishing to impair the ancient connexion of the Hospital with the City of London, we recommend that the appointment of 10 be given to the Lord Mayor and Aldermen. We would not confine their choice to members of their own body, but the Lord Mayor should be *ex officio* a member. The appointment of the other moiety, considering that the school is of Royal foundation, and may fairly be regarded as a national institution, we think might not improperly be lodged in the Crown.

The Hospital would lose from 6,000*l.* to 6,000*l.* a year.[2] To this difficulty we shall revert hereafter.

(*b*) Selection of children.

The next point is the selection and admission of children.

Evils of nomination by individuals.

Whatever may be the constitution of the Governing Body we conceive that the present system in those respects, if not actually vicious, fails altogether to attain anything like the amount of national benefit which so splendid a foundation ought to ensure.

On this question Mr. Hare has written at the end of his Report[3] with much clearness and ability.

Mr. Hare points out that the natural tendency of the present system is to concentrate the benefits of a great public Endowment on a favoured few, rather than diffuse them as widely as possible; that instead of supplying a "public exigency," it only

[1] The Proprietary School system, when it gives the proprietors or shareholders an actual power in the school, is by no means to be commended. But moreover that system is different from that of Christ's Hospital. A School-Proprietary becomes so either with a view to the general promotion of education, or to pecuniary profit, or to the education of their own children or near connexions, or all of these together. Only the last-named could be the case with the Christ's Hospital Governors; and we do not apprehend that any one who can give 500*l.* would commonly do so to have his own son there admitted. He buys so much patronage.

[2] Mr. Hare (p. 42) and Mr. Gilpin (Evid. 7833), do not quite agree. The average amount for ten years, 1854 to 1863, amounts, we are informed, to 4,700*l.* a year.

[3] pp. 45, 55–59.

takes yearly about 130 children of the better educated classes, with no particular merit in themselves or their families as a condition, relieves their parents or friends from the sacrifices which they otherwise ought to make, and in the great majority of cases would make, and gives them about the same education as they would in any case have had; thus exempting individuals from their natural burdens without attaining any public object. "Exceptional privileges and advantages may be *won* by each "family and each generation; but it is an abuse of the prin- "ciple of perpetual endowments to use them for the purpose "of creating or maintaining such distinctions."

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There is no blame to be imputed to individuals in respect of such a system. Mr. Hare says truly that the Charterhouse nominations are administered much as those of Christ's Hospital. But it does not follow that such nominations would not be given in a very different manner if, instead of being left to almost uncontrolled individual discretion, they were regarded more strictly as a trust, and regulated by some specific public principle.

We give Mr. Hare's suggestion as to the best system to be substituted, in his own words:—

"It may be possible to render Christ's Hospital an instru- "ment of public good by making the presentations a reward for "the families of those who have deserved well. The labours of "persons who have done something more than common for the "good of their neighbours, their country, or mankind, who have "earned distinction in science, in literature, or in art, in the "army, navy, or civil employment, or as medical men or "ministers of religion in periods of disease and suffering, and in "various other walks of life, are not unfrequently brought to a "close whilst their families are still young and inadequately "provided for. The desire to acknowledge and pay a tribute of "respect to departed worth is an ordinary and laudable feeling "which may be invoked. The municipality or other collective "bodies of every town or district, the councils of learned, scientific, "commercial, trade, and other associations, and any like centres "of popular union, may be invited on every appropriate occa- "sion to testify in a public manner their sense of the career "and desert of any deceased person connected with them, by "nominating one or more of his children as candidates for "reception into this national college; thus not only doing "honour to the memory of persons esteemed to be of merit, but "rendering their families a substantial service. These collected "testimonies of public desert, accompanied by the causes assigned "in each case, may be annually submitted to a council com-

Recommendation of Mr. Hare.

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"prising men of eminence of all classes, by whom the children "to be received may be ultimately chosen, the causes for the "preference being always made public. The election might be "made notwithstanding the child were far under the admissible "age, for the intervening period might in that case be usefully "employed in the preparatory education best fitted to ensure "success in the school."

Not adopted.

Giving full credit to Mr. Hare for the ingenuity of this scheme, we regret that we are unable to recommend its adoption. It has neither experience nor analogy to rest upon. Such methods work admirably when they are of spontaneous growth, but we do not believe that they can be successfully created.

Mr. Hare proposes that the Municipalities and local authorities all over England shall recommend boys on the ground of the deserts of their parents, and that the Governors shall judge between the candidates thus recommended. The Governors would probably find it an easy task to pick out the first three or four out of the hundreds proposed to them. But when they had passed this point their difficulties would begin. And when they found that a good number of claimants had as far as could be judged equal claims, would not other considerations come in? Would not private interest, personal solicitation, political influence find an entrance? And even if the Council in such a case did their best to be just, would it be possible to convince the public that they had been just?

If anything of this sort were already in existence, if the Municipalities had had any training in selecting candidates, and in (what is harder) submitting without murmurs to the decision of the Governors, we might have good reason to believe that the scheme would be practicable. As it is we look on the experiment as not presenting sufficient hope of success.

Our own suggestion would look more directly to the interests of education, and be less connected with the eleemosynary view of the Hospital.

Recommendation.

We should wish to postpone admission till after the age of 13, but before the age of 14, to make the School one of the first grade, or of the first and second grades combined, and to fill it with scholars selected by competitive examination from all Public Schools of the third grade in England and Wales. We should not propose to choose candidates in this way at any earlier age. Boys of 10 or 11 would often be overstrained by such a competition, and the early choice moreover would often not be justified by the later progress. But we have no doubt that at 13 a boy can enter into such a competition with perfect safety, and that, on the whole, the choice then made would be right.

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The plan of selection would be to assign nominations to each county in proportion to the number of scholars in all its Public Schools of the third grade. At the annual examination of these schools it would be easy to select the boys without having any special examination for the purpose.

By this means Christ's Hospital would become the educational centre of schools of the third grade for all England. It would greatly encourage the establishment of such schools. It would be the direct ladder of advancement for many most deserving boys, who ought to rise, but would find it difficult to do so in any other way.

It seems reasonable to maintain a Metropolitan Boarding School for such a purpose as this. To such boys the coming to London to study is in itself a sort of education. And in all probability the results would be such as to make the City proud of their School.

The teaching would have to be organized to suit this class of scholars, and especially to give free play to their different talents; but on this point we need not go into details. It is always easy to organize the teaching of clever boys; the difficulty is to tell what is best to be done with the duller ones, and on this plan that difficulty would disappear.

Nomination system.

We now turn to the question of the present rights of Nomination.

The right of Nomination to Christ's Hospital at present belongs to:—[1]

1. The Mayor and Aldermen.
2. The Governors in rotation.
3. Certain Companies.
4. Certain Parishes.

1. If our suggestion be adopted, and the Mayor and Aldermen have the power of nominating half the Governing Body, it is not too much to require that they should in return give up their individual right of Nomination. Governors elsewhere have already begun to do this, as, for instance, at King Edward's School, Birmingham. The Mayor and Aldermen cannot be considered to be exercising in any sense a private right, as the Governors are who have separately bought their Governorships. They nominate as Trustees for the School, and are bound to submit their patronage to whatever rules the good of the School requires. Their nominations therefore ought to be thrown open at once.

[1] Mr. Gilpin, 7983–4; 7795, 7850–3; Hare, pp. 45–47.

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2. The Governors have each paid 500*l.* for their privilege. In return for this payment it appears[1] that a Governor gets one Nomination about half a year after he has been elected, and another every three and a half years after that, and that as a general rule he keeps two boys always in the School. At the end of 12 years, therefore, a Governor has had one boy in the School for 11½ years, and another for seven and a half years. Each boy costs at least 49*l.* a year, and the Governor has therefore received in return for his 500*l.* what is equivalent to 931*l.*, or very nearly double. By that time, therefore, it may fairly be said that he has fully received the value of his money.

We do not propose to deprive the Governors of all rights even after that. But we think it would be perfectly fair to require all Governors of 12 years' standing to change their mode of Nomination, and instead of nominating boys to nominate competing schools. If a Governor were to name a certain number of public Schools, of the third grade, all within one county, the total number of scholars in which did not fall short of 3,000 for each Nomination, he would still have a very valuable patronage, and yet the boys so introduced would belong to the proper grade and would probably be above the average in ability. The schools so named would have a double chance, since they would also compete with the other schools in their county for the Nominations assigned to the county as a whole.

In this way the Nominations by the Governors would be transferred within 12 years to a competitive system, and as the Governors died off the special competitions would gradually disappear, and the complete system come in.

3. Precisely the same rule might be applied to the Companies; but the Companies have really had full value for their money long ago, and it would not be just that, besides this, they should retain for ever a privilege which the Governors only retain for life. The right of Nomination by Companies ought to cease at the end of 30 years.

4. Lastly, the Nominations by Parishes should be dealt with in accordance with very numerous precedents, by widening the area. Let the privilege possessed by a single Parish be extended to contiguous Parishes, so that Schools of the third grade, containing not less than 3,000 scholars, be allowed to compete for each Nomination. The Parishes would have a very real advantage, and yet the mode of Nomination would not infringe the general principle according to which the School was filled.

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[1] Mr. Gilpin, 7908–7917.

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It is argued that the present system of Nomination ensures for the boys the patronage at their entrance into life and through life, of wealthy and benevolent persons, chiefly connected with the City.[1] But we cannot attach weight to this consideration. It is at best a superfluous luxury, for boys well trained in such a school can always command good situations; and we agree with Mr. Fearon[2], that a Charity which keeps a boy free of all charge till he is 15 has done all that it need do for him. For similar and other reasons we also agree with the Education Commissioners,[3] that the Apprenticeship Fees (to which we would add Outfits, &c.) had better be turned into Exhibitions.

Change of system would not injure boy's future prospects.

With regard to the question of the cost of educating and maintaining the boys, Mr. Cumin,[4] Mr. Fearon,[5] and Mr. Hare[6] concur more or less in suggesting that some part of it be cast on the parents. Mr. Cumin takes the broad ground that whatever a parent *could* pay is in all cases a waste if otherwise found. But we doubt if this rigid view will be generally received; and on the whole, if the School retains its present site and general features, we think it should be allowed to preserve what undoubtedly its friends have always regarded with peculiar pride, its *complete* care of the children intrusted to it.

Children still to be taught, fed, and clothed gratuitously.

With respect to the details of the school work and management, as brought before us by Mr. Fearon, a full inquiry into them would involve an examination of almost the whole of his Report from p. 489 to p. 515. But, for a reason which will presently appear, we do not think it requisite to do this. As regards the strictly practical details of school classification, arrangements, &c., we have much confidence in Mr. Fearon's experience and judgment. His suggestions on these points seem judicious, and we would refer the School Authorities to them.

(c) Studies and discipline. For details refer to Mr. Fearon's Report.

But it is very clear that two larger questions, brought to our notice both in Mr. Fearon's Report and in the oral Evidence, stand out above and distinct from all such points of detail. The first and most important is the position of the Head-Master in relation to the Governing Body and to the other Masters; the second, his position and that of his Assistants as regards the care of the boys out of school hours.

1. Relations of Head-Master with Governors.

With respect to the first point, it is impossible to believe that the state of acephalous anarchy described in Dr. Jacob's Evidence and in Mr. Fearon's Report, can have been deliberately intended. The former tells us that he has no control beyond his own direct teaching, nor indeed over the admission of boys to

Unsatisfactory.

[1] Hare, 43; Mr. Gilpin, 7939, 40; Duke of Cambridge, 8814[35]; Dipnall, vol. iv. p. 841.
[2] p. 519. [3] p. 501. [4] p. 285. [5] p. 519. [6] p. 57.

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that very teaching; that each master is subject only to the Committee; that not he, but "the Committee with the Treasurer" is the Head-Master; that he has not free access to the Committee; that there are "no heads" in the School, and no one responsible for the general superintendence.[1] Mr. Fearon reports to the same effect.[2]

Probably not ancient.

That this is the case now cannot be doubted. That it was so formerly, or even that it ought to be so now, is by no means so clear. In the list of Officers furnished to the Commissioners of Inquiry,[3] the Head-Master is described as having to "superintend the education of the Lower Schools," which on any fair construction is inconsistent with the present system. The very name of Head-Master, which Carlisle[4] and Trollope[5] use naturally instead of "Upper Grammar-School Master," is inconsistent with it. Charles Lamb, writing of the time about 1785, says[6] of certain shortcomings in the conduct of the Under-Master's class, that the Head-Master ought to have remedied them, but even then that "he *affected* or felt a delicacy in "interfering in a province not strictly his own." Dr. Haig Brown says that in his time the Head-Master had much more general control than Dr. Jacob now exercises, and attributes the change very much to the choice of Dr. Jacob himself.[7] Mr. Bowker speaks somewhat to the same effect, though he says the Head-Master is so "by courtesy."[8]

(2) Relations of masters with boys.

Before going further we must advert to the second question, that of the position of the Masters as regards the general discipline of the School.

Masters now have control in school hours only.

This, like the other, is, we believe, quite peculiar to this Institution. Though perhaps with some slight qualifications suggested by a few of the witnesses, it is on the whole correct to say that out of school hours the Masters have nothing to do with the management of the boys. It is in the hands of a highly respectable and responsible officer, called the Warden, who by name is of recent appointment, but in substance holds the same office as the Steward formerly held in London, and still holds at Hertford. The present Warden expressly states that he is not under the authority of the Head-Master, but under that of the Committee of Almoners.[9]

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[1] Evid. 8028, 8037, 8051, 8052, 8088. [2] pp. 478–482, 504.
[3] p. 365. [4] Vol. ii. p. 33. [5] p. 141. [6] Essays: (Wilson, 488).
[7] Evid. 8342, 8344, 8345, 8348, 8350, 8351. [8] Id. 8594, 8596, 8600.
[9] Fearon, p. 497; Mr. Griggs, 8633; Rev. Dr. Jacob, 8104; Mr. Gilpin, 7868–9, 7878–9; Rev. Dr. Brown, 8342, 8360, 8366; Mr. Bowker, 8589–91; Trollope, p. 318 32nd Rep., &c., p. 264; Hare, p. 52.

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We cannot think that in either of these respects the present system ought to be maintained. Not that it is unadvisable—it is probably necessary,[1] considering that without immense trouble and expense the school must remain one large boarding-establishment, in which the domestic superintendence cannot be broken up and distributed among the several boarding-masters, as at Eton and Harrow—to retain such officers as the Warden, to which must be added, for some purposes, the Treasurer, who is now the resident Head of the whole establishment for all purposes except the actual conduct of the instruction.[2] But the question is, shall these officers be subordinate, or co-ordinate and independent?

System inexpedient.

Recommendations.—Powers to be distributed between Governors and Head-Master.

We submit that, according to all the best examples, there should be only two distinct fountains of authority, the Governing Body and the Head-Master. With the smaller Governing Body which we have proposed, the Committee of Almoners would no longer be required;[3] and we suggest that the functions of the Governors and of the Head-Master should be adjusted nearly according to the scheme recommended by the Nine Schools Commissioners,[4] that is;

Powers of Governors.

The Governors to prescribe the terms of admission; the scale of living and treatment of the children; the domestic arrangements; the salaries; Divine service; sanitary regulations; the holidays; the several branches of study; and to have the appointment and absolute power of dismissal of the Head-Master.[5]

Powers of Head-Master.

The Head-Master to have the uncontrolled selection and dismissal of the Assistant-Masters; the arrangement of classes, promotions, and methods of instruction; the choice of all books; the hours of work and holidays within school time; the regulation of the whole discipline, the punishments, and the power of expulsion of the boys.

Treasurer and Warden to continue, but subject to Head-Master.

We agree with Mr. Fearon[6] that it is a desirable advantage for a Schoolmaster to be emancipated from the details of general discipline and domestic charge; and for these purposes, as we have said, the retention of the office of Warden may be expedient. But that object would be sufficiently obtained by his continuing to discharge his present duties yet in subordination to the Head Master and subject to his directions. The Warden should report, periodically and when required, to the

[1] As it is at Marlborough.—Report of Nine Schools Commission, 510.

[2] Mr. Gilpin, Evid., 7777.

[3] It is observable that, though the fact that this body have the control of the education is undoubted, it does not appear so in the formal description of their duties; 32nd Rep., &c., pp. 244, 359.

[4] Report, 52, 53. [5] *See* Rev. Dr. Howson, Evid., 2589–90. [6] pp. 463, 498.

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Head Master, and through him to the Governors. At the same time the Treasurer would retain the management of the estates, but would be relieved of all control over the school.

That by these measures of simplification and concentration of power and responsibility we should in no long time ensure the rectification of the defects which Mr. Fearon has set forth so fully, we have little doubt. That those defects are serious is manifest. It is difficult to conceive a more damning fact to the administration of a great school with such advantages as are enjoyed by Christ's Hospital, than that stated by Mr. Fearon,[1] that several boys go to other schools after leaving the Hospital, before they are fit to go into business. We believe this is a well-known fact, and it probably supplies the explanation of what Mr. Fearon also states, that the number of boys in the "Latin school" at the beginning of a half year diminishes, namely, by withdrawals, during the course of it.[2] The state of the Latin school itself, in spite of Mr. White's undeniable ability is[3] a signal reproach to the whole institution. Other defective arrangements might also appear to deserve mention. We cannot but think that, for boys who are to quit the school between 15 and 16, the addition of Greek to Latin is unadvisable. Nor do the rules of superannuation appear to us to be free from fault. But we forbear to dwell on details of this kind, because we are convinced that if the school were filled, as we suggest, with picked scholars, and all authority within it concentrated in the hands of a vigorous and able Head-Master, the proper remedies would speedily be found and applied.

Serious faults in present system.

Many small defects might, no doubt, be amended at once, without waiting for such changes as we recommend.

Want of good playground.

On two points,—the want of occupation on Sundays, and the want of a playground,—Mr. Fearon says,[4] probably with truth, that sufficient improvement cannot be hoped for while the School is on its present site. Yet, we cannot but think that, especially on the latter point, more might be done than has been hitherto attempted; and we trust that the intended cricket ground which has been long spoken of,[5] will not be much further delayed.

We need not go into particulars as to the School Examinations, which, we suggest, should be regulated according to our general Recommendations on this part of the subject.

Promotion and Exhibitions should depend

The promotion of the class of "Grecians," and eligibility for Exhibitions, is on a peculiar system.[6] We agree with the Commis-

[1] p. 508. [2] pp. 507–509. [3] Evid. 8501–8531.
[4] p. 499. [5] Hare, 52; Duke of Cambridge, 8814[29].
[6] Rev. Dr. Jacob, Evid. 8124–813.

sioners of Inquiry[1] and the Popular Education Commissioners,[2] that these advantages should be conferred strictly by merit, and on Competitive Examination.

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on competitive examination.

II. We have next to consider the preparatory school at Hertford, which, as we have already stated, we recommend to be given up, and the income assigned to the establishment of day schools in London. These schools, for reasons presently to be given, we recommend to be assigned to the education of girls.

Reasons against present use of Hertford.

The Hertford School in its present form seems to be an unnecessary and superfluous luxury. We agree with Mr. Hare,[3] that "the period between seven and ten would, looking at the "classes from which the children are taken, be generally as "well or better spent under the care of the mother or kindred or "friends" (and perhaps) "in a good day school, than in Christ's "Hospital:" and again, that "when so great a boon is conferred "on a family as the free maintenance and education of a son "during the five most important of his school years, it is not too "much to expect that the friends of the child should make, if "needful, some sacrifice to support him in his infancy, and prepare "him for the career which the Institution promises him." The present Entrance-Examination at Hertford is almost nugatory; and the natural effect, so far as that is so, will always be more or less what was candidly stated by a parent, before there was any examination at all, to Mr. Gilpin, "I knew he was coming "here, and I did not take the trouble to teach him."[4] We should agree with Mr. Hare in recommending that the boys should not be taken till a later age, even if we did not propose any change in the admission to the hospital. But it will have been seen that our suggestions entirely do away with any use to which the preparatory school could be put. If boys are not admitted till after 13 they will have had their preparation already.

The Hertford branch was not an original part of the Endowment, though it may perhaps have been suggested by the fact that in the first year of its history some of the children were put out to nurse in the country.[5] It was built in 1683.[6]

The College Accounts do not enable us fully to discriminate between the expenditure in London and at Hertford, as some of the items are given jointly; but for the year 1865 the expenditure on the Hertford school alone appears to have been in round numbers about 11,000*l*. What we suggest is that the site and building at

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[1] p, 278. [2] p. 501. [3] p. 56.
[4] Evid. 7889, 7899, Id. Popular Education Com. Q. 4720. [5] Hare, 32.
[6] Carlisle, II. 27. But not finished for 12 years, Trollope, 114.

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Hertford be sold, the proceeds invested, and the accruing income, together with as much of the general fund as has hitherto been expended at Hertford, be applied to day schools for girls in London. We recommend the assignment of these funds to the erection and maintenance of Girls' Schools, partly on the ground of the very great importance of providing for female education and the absence of such provision in London, and partly because girls as well as boys have always been considered to have a claim on this Endowment, though the share hitherto given to the girls has been, in our opinion, most unfairly reduced to a minimum.

Mr. Hare, in whose views on this subject as relates to the Hospital [1] we concur, has adopted the opinion which he heard stated by a Governor, that if one only of the parents of a child could be sensible and well educated, it would be most for the public good that it should be the mother. We are of opinion, as we shall state more fully in our Chapter on Girls' Schools, that they ought to be admitted to a full share in the educational Endowments of the country, from which they are now almost wholly excluded.

But even total exclusion would almost be a less striking injustice than the present state of things in the Hospital, by which the claim of girls to participate is admitted, but the number to whom it shall extend is deliberately reduced to a minimum,[2]—18 girls against 1,192 boys. That it should be so is no doubt in great measure one of the effects of the Nomination system. Mr. Hare points out [3] that the natural tendency of that system to sacrifice the general good to individual benefit is plainly evidenced by this result; for that more immediate profit is obviously to be got by the recipient of the bounty through the nomination of a boy than of a girl. If the public good alone were in view, it would be impossible to believe that the authorities of the School had sufficiently applied their minds to the question, when they said that great difficulties obstruct the admission of girls.[4]

Mr. Hare [5] seems in favour of a full half of such Endowments as those of Christ's Hospital being allotted to girls. But this seems too much, on the general grounds to be given in our chapter on Girls' Schools. And, proceeding as we do on the assumption that the great London establishment remains, it

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[1] pp. 47–50. [2] Mr. Gilpin, 7861–66; Duke of Cambridge, 8814[59].
[3] p. 47; Duke of Cambridge, 8814[66].
[4] 8814[68]; Hare, p. 49. [5] p. 48.

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would be, we conceive, too great a change in its character to require it to undertake the duty of female education.

The details of the application of the money to the purpose that we have recommended may safely be left to the Governors, and we would only add that if, as we think should be the case, the education so given to a certain proportion of girls be free, it should be treated as a prize, and be awarded to merit, as it would in the case of the boys. On this and similar points it is enough to refer to the general principles suggested in our chapter on Girls' Schools, by which, as before, the proposed new School would be regulated.

The above recommendation would leave net income of 35,000*l.* for boys in London.

III. This change would leave the gross income of the Hospital at least 45,000*l.*, and the net income above 35,000*l.*[1] This amount is exclusive of gifts from persons wishing to become Governors, which would cease if our recommendations be adopted. It is probable that some, not large, increase would be called for to the salaries of the Masters in respect of their increased responsibilities for the maintenance of discipline. The Head-Master should probably have at least 1,500*l.* a year. Also, complaints have been made of the inadequate remuneration of the Masters, and absence of a Superannuation Fund or other provision for the future[2]; nor does it appear that any sure resource of this kind has been supplied.[3]

With a net income, however, of above 35,000l., should that not be exceeded, the purposes of the Hospital in London, as now understood, or as we have proposed that they should be recast, could certainly be fully provided for; nor would some reduction in the present number of boys (740)[4] be objectionable.

2.—ST. OLAVE'S, SOUTHWARK.[5]

ST. OLAVE'S, SOUTHWARK.

HISTORY AND PRESENT CONDITION.

The facts of this case lie in a moderate compass. It is one of the least satisfactory of those with which we have to deal.

The general body of parishioners of the old parish of St. Olave's, now divided into St. Olave's and St. John's,[6] have to some extent a peculiar claim to the full benefit of the endowment.

PURPOSE.

It was founded and endowed by the parishioners themselves, and expressly for the children, of both rich and poor, belonging to the parish.[7]

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[1] See above, p. 473.

[2] Trollope, 195.

[3] Trustees' Answers, Q. 64.

[4] Duke of Cambridge, 8814[64].

[5] The report of our Assistant Commissioner, Mr. Fearon, will be found in vol. vii. pp. 326-333 and 623-632. The Governors' and Mster's Answers in vol. iii. pp. 71, 107.

[6] Fearon, General Report, p. 326.

[7] Charter of Q. Elizabeth (vol. iii., p. 73).

St. Olave's, Southwark.

The first Charter, that of Queen Elizabeth in 1571, was confirmed by a subsequent one of Charles II. in 1674. This Charter contained the provisions, additional in form, but in fact probably only declaratory of the intention of the former document, that the Governors must be members of the Church of England, and that Latin should be taught.[1] In the first Charter Grammar simply was specified.

Not a gratuitous school at first.

Mr. Fearon has given an extract from the Governors' Minute Book, which shows that the title of Free Grammar School given to the School by its Charters did not imply that it was to be "gratuitous."[2] From the very first the Governors required small payments from every boy admitted, increasing according to his progress in the School.

Governing body.

The government was vested in 16 inhabitants of the parish, with continuance by self-election. So it has remained to the present time; and, in the absence of any restriction on the subject, the Governors in the course of the last century abolished all payments whatever from the boys, and wholly excluded non-parishioners, who were formerly admitted.[3]

Income.

The net income from endowment is 3,078*l.*; of this 338*l.* is applied to Girls' and Ragged Schools, and 2,413*l.* to the main school. It is stated that no material increase to this amount is expected.[4]

The number of boys has increased from 250, at the date of the Report of the Commissioners of Inquiry[5] (1819), to an average attendance of 420 at the time when Mr. Fearon visited it.[6]

Organization.

The School is divided into an Upper, or Classical, and Lower, or English, Department. The salary of the Head Master is 500*l.*;[7] and the system of the Upper School is generally and in theory the traditional one of the old Grammar Schools, other studies being subordinated to Classics, able Classical Masters provided, and a liberal supply of University Exhibitions.[8]

But in the actual course of events this school has come to be almost wholly one of the Third Grade: indeed, while the bulk of the boys are of the lower middle class, many of them are even below that; the great majority of them are under 14, and the Classical teaching is evidently to a great extent thrown away.[9] As at Monmouth, the Exhibitions are hardly taken up.

Mr. Fearon, the Governors, and the Head Master, attribute this result wholly to the above-mentioned abolition of payments

[1] Fearon, p. 326. [2] Fearon, p. 326. [3] Fearon, p, 327.
[4] Governors' Answers, 17–19, 24. [5] 1st Report, p. 208. [6] Special Report.
[7] Governors' Answers, 63. [8] Ibid. 29.
[9] School Tables (vol. iii. p. 109), Fearon, pp. 328, 329, 628. There seems to have been some improvement since Mr. Fearon's visit; p. 328, note.

and exclusion of non-parishioners. But we believe that it is due to a great degree to the situation of the School and the character of the population, which mark it as manifestly demanding educational provisions of the Second and still more of the Third Grade, and only to a very slight extent adapted for the First Grade.

ST. OLAVE'S, SOUTHWARK.

Such as it is, however, the Governors have for a long time been dissatisfied with the state of the School, and endeavoured to give effect to their views as above indicated by a carefully prepared new Scheme which was sanctioned by the Charity Commissioners in 1865, and of which we have received a copy.

Governors dissatisfied.

The main objects of this Scheme were to re-introduce the principle of payment, but limited to the two Upper Departments of three, Classical, Commercial, and English, into which it was proposed to re-arrange the School; to re-admit non-parishioners, though at a material disadvantage as compared with parishioners, both as to charge and as to access to Exhibitions; and to facilitate and encourage the movement of eligible boys from one department of the School into the one above it.[1]

Scheme proposed.

Mr. Fearon in his General Report gives the history of the local opposition to the progress of the Scheme, and to any sacrifice on the part of the parish of its exclusive and gratuitous privileges. The result of this opposition and of the want of executive force in the Charity Commission has been that the Scheme is still in abeyance, and at the time Mr. Fearon wrote there was no apparent prospect of any alteration.

Resisted by parish.

It is fair to mention that Mr. Fearon in his Reports speaks highly of the intelligence of the Governors and of the ability of the Masters, and of the performance of the boys in many though by no means in all respects, except as to Classics. Of the buildings he speaks as having serious defects, and as far more pretentious than really serviceable.

The School is only a Day School, and the question of Boarders does not appear ever to have been raised.

II. RECOMMENDATIONS.

We should desire to apply the same general principles to this case as to all others, according to its circumstances.

A large classical school not wanted.

We think it unlikely that there will ever be any adequate local demand for a school in this district in which the classical element shall predominate. The few who desire such a course for their sons would naturally send them to one of the more recognized and important of such schools in London. But to a limited extent a Classical higher class might here remain accord-

[1] Sections 6–11, 15–17.

ST. OLAVE'S, SOUTHWARK.

ing to what demand may exist for it, superadded to a school of which the main character was non-classical.

The population is to a great extent homogenous,[1] and needing an abundant provision of schooling of the Second, and still more of the Third Grade, above the Elementary Schools. In these circumstances it may be doubtful if a large Endowment such as this is best applied to support one great School with a Head Master at 500*l.* a year, however well classified it may be. Probably a smaller Central School of the Second Grade, with several affiliated ones of the Third, would better answer the needs of the district. The precise arrangements should be left to the Governors. We cannot recommend that here, any more than elsewhere, the education should be gratuitous to all comers. If a considerable number of free scholarships were established in each school of the Third Grade, and a still larger number in the Central, open to competition, the money so spent would produce the best effect in stimulating and improving the education of the whole. To these scholarships, tenable at the schools ought to be added exhibitions tenable after the school course was completed at some place of more advanced education.

entral School Second rade, and ffiliated Schools of Third Grade recommended.

The School is intended for the two parishes of St. Olave's and St. John. But it is never necessary to protect the interest of any parish in a day school properly situated within it. When thrown quite open it still must be filled chiefly by the children of the parishioners, and the School gains so much more by being quite open to all that can reach it, than the parish loses by sharing its benefits with neighbouring parishes, that such local restrictions should in no case be maintained. Care should be taken that any schools built with the money belonging to this Foundation be placed wherever is most convenient for the parishioners; that being done, all comers should be equally welcome.

School to be quite open.

On general grounds we do not advise the continuance of the present self-elective system of government. There seems no reason to depart here from the plan which we should generally recommend elsewhere, that one-third of the Governors should be elected as at present, one-third nominated by the vestries of the parishes, and one-third nominated by the Provincial Board, of which we shall speak in our final chapter.

Governing body to be remodelled.

The Endowment is so ample that the Governors, with the aid of Parliament or of the Courts if requisite, could have no difficulty in carrying into effect the above or any other well-considered scheme of reform.

[1] Governors' Answers, 5.

3.—Dulwich College.[1]

Dulwich.

This Endowment is properly included among those to be specially reported on, from its present and still more from its future importance; and though, from reasons which will presently appear, there might seem to be some doubt whether we ought to recommend alterations in it as freely as in most others, we conceive on the whole that we shall be justified in so doing.

I. History.

Dulwich College was originally a corporation, founded by Edward Alleyne, under Letters Patent of James I. in 1619, by the name of the College of God's Gift. It consisted of Master, Warden, Fellows, six poor brothers, five poor sisters, and 12 scholars; and the founder received absolute power to make Statutes for its government during his life, and to appoint whom he pleased to do the same after his death. The College was largely endowed with land, and the Archbishop of Canterbury constituted Visitor.[2]

Alleyne proceeded to exercise his power of framing Statutes with extraordinary fulness and minuteness. They amounted to 123 in number.[3]

He thought proper to establish a relation between the College and three London parishes, St. Botolph Bishopsgate, St. Luke's Finsbury, St. Saviour's Southwark, besides that of St. Giles', Camberwell, in which it stands, both as regards its eleemosynary and its educational parts. This provision, coupled with the constant and great increase in the value of the property,[4] led, not unnaturally, to disputes between the College authorities and the three more distant parishes, which no doubt thought the local interests were unduly favoured. These disputes are stated[5] to have been almost uninterrupted from 1619 to 1835. But having regard only to the disproportion between the value of the Endowment and its application, the Commissioners of Inquiry into Charities suggested[6] an inquiry whether that application should not be extended. Twenty years later the present Charity Commissioners were able to act on this suggestion. Mr. Hare, their inspector, conducted an inquiry on the spot in 1854. With that assistance the Commissioners, in February 1856, laid before the Queen[7] a very copious Scheme, involving

[1] The report of our Assistant Commissioner, Mr. Fearon, will be found in vol. vii. pp. 528–533. The Answers of the Governors and Masters in vol. iii. pp. 111, 151, 169.

[2] Charity Commissioners' 29th Report, Pt. ii. (1835), 895–6.

[3] Given at length and *literatim* in the Appendix to 3rd Report of the (present) Charity Commission (1856), pp. 59–77.

[4] At the Founder's death it was 800*l.* a year. In 1738 it was 1,368*l.* a year. In 1835 it was 7,881*l.* a year.—29th Report (*ut sup.*), p. 922.

[5] Ibid. 920. [6] Ibid. 922. [7] Appendix, above quoted.

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a complete reconstitution of the Foundation. In the following year that Scheme was made the basis of a Bill, which was brought into the House of Commons, referred to a Select Committee, and ultimately passed into a law, with certain modifications, on August 25, 1857.[1]

II. Grounds of hesitation in dealing with Dulwich.

(1.) Legislation very recent.

It is on a view of the facts thus recited, and considering the character of this Statute, and the actual and prospective condition of the Endowment, that a doubt may arise whether we ought to deal unreservedly with this question. Had legislation, of whatever kind, taken place long ago—or again, if the legislation, while recent, had only altered details in the administration of the Charity, and left its original plan substantially the same—the case would be more simple; but here Parliament has quite recently given full consideration to the question, and the Statute in which that consideration resulted has abolished the old constitution of the Endowment, and substituted a wholly new, minute, and elaborate Scheme.

Considering, however, that Parliament was only dealing with the special case, whereas it is our duty to suggest large measures of reconstruction applicable to Endowed Schools generally, of which this would be only one instance, we trust that we shall not be going beyond our province in examining it on its proper merits as they appear to us.

The original Corporation up to the passing of the Act, had succeeded, notwithstanding some attempts through the Courts of Equity to procure an extension of the Charity, in maintaining its ground as solely entitled, with no increase of numbers, to the enjoyment of the entire revenues, and th ou gh,on the suggestion of Lord Langdale, they established at a cost of 1,000*l.*, and maintained at an annual cost of 200*l.*, a Grammar School for the benefit of Camberwell, this was purely a voluntary act and might at any time have been undone by the Corporation.[2]

The Act dissolved the Corporation; appointed a new body of Governors, partly elected by the parishes interested, partly nominated by the Court of Chancery; provided for the eventual discontinuance both of the old Foundationers and the Grammar School; apportioned the net income of the Charity, giving three-fourths of it to education; and prescribed in much detail, yet not without leaving considerable discretionary powers in several respects to the authorities, the establishment of two new schools, Upper and Lower, each of them day schools, with a limited number of Foundation Boarders.[3]

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[1] 20 & 21 Vict. c. lxxxiv. (vol. iii. pp. 113–131). [2] 3rd Rep. Char. Com., p. 77.
[3] Sections 1, 3–5, 13, 14, 42, 45–99.

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(2.) Legislative Scheme as yet undeveloped.

Though 10 years have elapsed since the Act was passed, but little progress has been made in bringing the new Scheme into operation, which must therefore be still regarded as tentative and experimental. In the Upper School no Foundationers have been appointed, nor is there any provision for day boarders[1]; a larger staff of Masters, even for the school as it is, is said to be required; the playgrounds are imperfect; the whole of the present site and buildings are condemned as ill adapted to their purpose, and new ones are being erected; and no permanent Exhibitions have been founded. In the Lower School the same is said of the site and buildings; little has been done in the way of gifts and Exhibitions[2]; only 12 Foundationers have been appointed—a number, apparently, much below what was intended by the Act, which left the number unlimited[3]; and Mr. Fearon, while reporting generally that both scholars and teachers in the schools are under great inconveniences from inadequate buildings and bad class accommodation, says that as regards the premises these disadvantages are even greater in the Lower than in the Upper School, there being "really no satisfactory accommodation whatever."[4]

The numbers in the Upper School were, at the time of Mr. Fearon's visit, 130; in the Lower, 90.[5]

Omitting for the present any reference to the educational course of the School, we would observe on the above that if one of the defects noticed, that of an under-supply of Masters,[6] exists to any serious extent, it ought, it should seem, to be at once remedied, even at the cost of a diminution in the number of the boys; but except in this respect we by no means advert to the present temporary and transitional state of things as matter of blame against the Trustees. They are acting advisedly, and according to a clause in the Act, the 43rd, no doubt passed with the express purpose of enabling them to do so. They are "reserving and accumulating their funds with the object of "rebuilding the educational branch of their College upon a new "site, and otherwise carrying out the intentions of the Act in "their completeness; so that the sums actually expended each "year in education in the schools are not nearly so great as "they will be when these preliminaries are completed, and the "pensioners" (officers of the old Corporation) "have died off."[7]

III. Value of Endowment.

The said sums are, in fact small compared with the present

[1] See Act, sect. 53. [2] Ibid. sects. 83, 85. [3] Sect. 70.
[4] Master's Answers, Upper School, 2, 5, 41, 67; Trustees' Answers, Upper School, 15, 25; Lower School, 15, 29, 44; Fearon, vol. ii. pp. 529, 533.
[5] pp. 529, 530. [6] See Fearon, p. 529. [7] Ibid., p. 528.

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gross income of the Charity, and a trifle compared with what it will be. The gross income for the year 1866 was 16,839*l.* and of this was expended in education (besides repairs on the school buildings) 3,034*l.*[1]

Besides small estates in the City of London, and (in 1866) about 100,000*l.* stock[2] arising principally from recent sales of land to railway companies, the College is the owner of nearly 1,400 acres in Dulwich. We have no detailed account of this estate since the Report of the Commissioners of Inquiry. In that Report[3] is a full catalogue of the several holdings at the date it was issued (1835). Since that time many of the leases have fallen in, and we are not informed of the particulars of the re-letting; and also a large number of the most important ones have yet some years, some more and some less, to run. Considering the position and the circumstances of the neighbourhood, it is needless to say that no safe estimate can be formed of the future value of the endowment, but very large it cannot fail to be.

IV. (1.) Should a preference be given to particular parishes, or to a certain area round the school?

In these circumstances, looking at both branches of the Foundation, but at the educational one in particular, it seems evident that the main general object should be to meet the several claims on the Endowment in the best manner possible, and to give the Governors full and elastic powers to deal with the trust to the utmost advantage. The area of admission to the School as a Day School ought in our opinion to be determined simply by ability to reach the school from home, and when once admitted, all scholars ought to be on an equal footing; but we still do not propose that the City parishes should be deprived of their benefit from the Endowment.

But here we are met by the question of Boarders.

The Commissioners' scheme[4] provided for Boarders as a permanent part, besides the Foundation, of the organization of the College; but the Act of Parliament departed from that recommendation, and, with the exception of the Foundation, constituted this School as a great Day School.

We cannot but think that it would be best to proceed still

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[1] The gross income given above includes the interest on the large quantity of stock at present held by the College, some other small receipts, and the income (536*l.*) of the Picture Gallery Endowment. The surplus income of this last fund is to be applied "in providing instruction in drawing or designing for the boys at the "two Schools." (Act, §113.) Property Tax, which the College appears not to recover back, has not been deducted in the above. More than 4,000*l.* a year is paid in pensions to the members of the old corporation.

[2] The cost of the new buildings is to be defrayed from sale of part of this stock.

[3] pp. 913–18.

[4] 3rd Report Charity Commission, p. 89.

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further in the same direction, and abolish the Boarder element altogether. We refer to what we have said in the case of Christ's Hospital, where we have acquiesced in the retention of the Boarding School solely on the ground of ancient usage. This does not here apply with any weight, and we cannot consider that a small Boarding School in such a neighbourhood as Dulwich is of any real use, either to the parishes interested in the Endowment, or to the general cause of education.

We therefore advise that no Boarding School should be connected with the Foundation, and that the funds at present available should be devoted to the establishment and maintenance, in the first place, of a great Day School, with its appurtenances, such as now exist, or are intended, at Dulwich; and, in the next place, to establish within the three distant parishes good Day Schools of their own. In this way they would benefit by the Endowment far more than they ever would do under the present system.

What the character of the schools to be established in each parish should be, is a question to be determined in each case by the local needs, of which the Governors would be well able to judge. But at Dulwich itself we have little doubt that there would be a supply of scholars for a good day school of the first grade. What proportion of the scholars should be taught gratuitously, either at Dulwich or at the schools to be established in the other parishes, should be determined partly by the money that could be spared for this object, partly by the number of scholars within reach. Such free scholarships should in all cases be given by competition, or to very young scholars by careful selection; and the number should not be too numerous to make them real prizes for merit.

Present working of the School.

We think it right, however, to make some observations on the actual state of the school as reported to us by our Assistant Commissioner, Mr. Fearon. In any case that school, remaining as the central school, would receive such improvements as may be needed on the general basis on which it is at present constituted.

It is not on the whole satisfactory,[1] and Mr. Fearon attributes this condition, not to any shortcomings in the Masters (which, indeed, considering their high character and attainments, it hardly could be,) but to a radical defect in the constitution of the School. It is mainly that of a Classical School; but the boys are not at present of the age and description such as can maintain such a School in prosperity and repute. They seldom

[1] See his Report, *passim*.

DULWICH. stay beyond 16, so that, as Mr. Fearon expressively describes it, the School is "like Marlborough or Winchester, with its two highest forms lopped off."[1] They mostly belong to the middle class.[2] Mr. Fearon, without giving any express judgment, evidently leans[3] to the opinion that it would be best to abandon the predominance of the classical character in the school and to impress on it that of the "best secondary instruction."

We have already alluded to some defects of detail which obviously militate against the success of the present course, and which it may be hoped the Trustees will be willing to deal with before the school assumes its permanent form: the want of due accommodation, the inadequate staff of Masters, and the absence of sufficient encouragement to boys to remain at School, by means of Exhibitions and Scholarships, tenable both at School and at College, and elsewhere, after leaving School. No such school can do itself justice, or hope to resist the attraction of gain which begins to act on its boys when they are 15 or 16, without some such counterpoise. With it, it may well hope, not probably to keep more than a minority of its boys much longer than it does now, but certainly to draw out from the mass those best fitted by their talents and condition to remain.

Further, it seems to us that Parliament erred, not perhaps in laying down in full detail the subjects of study in both Schools,[4] but in making the whole of them obligatory (with only the insufficient qualification that they shall be taught "as far as may be"), and indiscriminately so.

No school system ever devised could go much further than that prescribed for the Upper School. Besides the ordinary elements, it comprises, without apparent limit, the whole of the Ancient and Modern Languages and Literature, Mathematics both simple and applied, and the whole of Natural Science.

Mr. Fearon calls the "extent and pretension" of the curriculum, in the circumstances, "ludicrous." It was at all events impracticable; and the actual result has been,[5] that of Modern Languages French alone remains, only the simpler forms of Mathematics appear, and Natural Science does not appear at all. And as to what does remain, Mr. Fearon observes with considerable truth,[6] that "when the Statutes of a School require "the Greek language and literature to be taught, when the "Head and Second Masters are distinguished classical scholars "of Oxford and Cambridge, and when the boys are generally

[1] p. 531. [2] Trustees' Answers, Form B. [3] p. 532.
[4] Sections 61, 79. [5] School Time Tables (vol. iii. pp. 161–166). [6] p. 530.

"about 14 or 15 years old, it is not probable that time will "be found for much else than classics." "The classics claim "the lion's share:" and accordingly Mr. Fearon found[1] too little time given to other subjects, while at the same time it was impossible to arrive at generally satisfactory results in classics. DULWICH.

If our recommendation be adopted, the Central School at Dulwich would be a Day School of the first grade. But we think that the Governors ought to be left quite free in deciding on the subjects of instruction. They would then have to consider whether the school should be classical or semi-classical, or again organized in separate departments, so as to make provision for different kinds of education. It is possible that a Semi-classical School of the first grade, such as we have spoken of in our second Chapter, might be found peculiarly suited to the needs of the neighbourhood. This would at once meet the requirements of those boys who are now reported to be removed at 16, and leave an opening for those who might find it advantageous to remain longer. Proposed organization.

If schools are established, as we suggest, in the other parishes, we think it doubtful whether it would be expedient to maintain the present Lower School as a part of the Central School at Dulwich. If a school of the third grade should be found necessary in Dulwich, we think it would be better on every account to make it a separate institution. In any case we recommend to the consideration of the Governors the expediency of raising the fees to not less than 3*l.* or 4*l.* a year.

In the government we should propose to make no further alteration than that those of the Governors who are now nominated by the Court of Chancery, should in future be nominated by the Provincial Board to be described in our final chapter.

We may here observe that in 1741 one of the successors of the Founder established a Girls' School for the Poor of Dulwich.[2] This Endowment is an entirely separate one from the College, but was dealt with in the same Act.[3] We presume that the Trustees will be willing to consider whether with the future increase of their funds they may not be able to assign a portion to the establishment of schools for girls. Girls' school.

We do not raise the question here, as we shall at Bedford, of the application of part of the Endowment (one-fourth) to non-educational purposes. The difference of population and circumstances is so enormous that no comparison can be made; nor is

[1] p. 532.

[2] Third Report, Charity Commission, p. 82.

[3] Section 115. The income of this school (163*l.*) is not included in the College income.

DULWICH. it likely that Parliament would interfere with that application of a moderate part of the proceeds.

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4.—KING EDWARD'S SCHOOL, BIRMINGHAM.[1]

History.

The great importance of this School is of recent date.

When the Commissioners of Inquiry visited it in 1828,[2] they found 115 boys, and the school buildings in a ruinous condition.[3] This was not indeed, the first investigation that had taken place into the condition of the School. It is stated[4] that in 1824 the Governors themselves, sensible of the need of renovation in which the Institution stood, applied to Chancery for a new Scheme, and in 1825 it was referred to a Master in Chancery to settle such new Scheme for its future administration. There was, however, much delay. The Scheme when framed required the sanction of Parliament. Opposition was then encountered; and it was not till August 1831, that the Act passed which forms the main foundation of the School in its present state.[5]

Many subsequent Schemes, Acts, and Statutes have been brought into operation since that time. We have received copies of them, and a summary of them will be found in the Memorandum of the Governors, dated June 27, 1866, with a copy of which we have been furnished.[6] Under them the School has been rebuilt; eight elementary schools, affiliated to the main Institution, have been established; the ancient system of instruction been greatly enlarged, so as to comprehend most of the branches of an English education; additional masters appointed, and salaries increased; and the number of pupils, in round numbers, and reckoning all the schools, increased in 30 years sixteen-fold, or from 100 to 1,600.[7]

This progress has not been unattended with controversy, but, except in the year 1842, when the Governors carried a Bill through Parliament, mainly with financial objects, which was opposed with a view to the introduction of certain changes,[8] that controversy appears to have chiefly arisen of late years. In fact it was revived, as we apprehend, mainly in consequence of the appointment of this Commission;[9] and it took a definite shape before the Governors of the School at an interview between them

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[1] The Report of our Assistant Commissioner, Mr. Green, will be found in vol. viii. pp. 91–145; the Evidence of the Head master in vol. iv. pp. 541–565; of the Governors and the Town Council, &c. in vol. v. pp. 956–1074; the Answers of the Governors, Acts of Parliament, &c. in vol. iii. pp. 175–298.

[2] XXth Report, pp. 647–695. [3] Id. 679, 681. [4] Historicus, p. 11.

[5] Id. 11–14. [6] Vol. v. pp. 1018–20.

[7] See Governors' Memorandum, vol. v. p. 1014.

[8] Griffith's Schools, &c. of Birmingham, pp. 451–560; Historicus, 18–21.

[9] Vol. v. p. 1007.

and a Deputation representing the Town Council and a body called the Grammar School Reform Association, on Oct. 14, 1865, of which we have received a Report. BIRMINGHAM.

These controversies have been mostly carried on in a very good spirit, and have thrown much light on the subject. Besides our own materials, we have consulted two publications, to which we have already referred; Mr. George Griffith's work, being one of a series of writings of his on Endowed Schools, and a pamphlet on this School by a writer under the name of Historicus.

Mr. Griffith's narrative is little more than a transcript of part of the Commissioners' Report; but he has in an Appendix preserved some original documents of interest.

The pamphlet of Historicus is a marked exception to the ordinary run of such productions. It contains a clear and succinct history of the School, and valuable suggestions of measures of improvement.

A circumstance which adds greatly to the importance, and in some respects to the difficulty of the subject, is the rapid and still increasing rise in the value of the endowed property. In 1818 it was about 3,000*l.* a year; in 1828 it was estimated that in 1840 it would be nearly 8,000*l.*, in 1850 upwards of 10,000*l.* At present the Governors state the gross income to be a little above 12,000*l.*, and the net to be about 9,500*l.* The Head Master believes that in a few years it will reach 20,000*l.*, and by the end of the century it is conjecturally put at 40,000*l.* or 50,000*l.*[1] As the property consists of land in and close to the town,[2] it is evidently impossible to give a certain estimate, and not easy to give an excessive one. Income.

The natural divisions of the subject are three:—

1. The government of the School.
2. Its relation to the town and the other educational institutions in it.
3. Its internal economy.

I. The system of government is expressly laid down in King Edward's Charter,[3] and has never been departed from. It is strictly close or self-elective. Twenty men were named in the Charter as the first Governors; and the number was to be kept up by co-optation on vacancies. I. Governing Body, how constituted.

Apart from any incidents in the administration of this system, it was perfectly certain in these days not to pass unchallenged, in an institution of such magnitude and importance, and affecting more or less the gravest interests of almost the whole of the Too exclusive.

[1] *Carlisle, ii. 631*; XXth Rep. Char. Com., p. 678; Governors' Answers (in vol. iii.), Q. 17, 18; Rev. C. Evans, 5647; Griffith, 34; Historicus, 5.

[2] Governors' Answers, Q. 24.

[3] pp. 1–3.

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population. But the Governors, for a very long time, have acted so as still further to ensure this result, by the restrictive system on which they have exercised this part of their functions. No Dissenter, within the memory of man, has been a Governor[1]; till recently no one of Liberal politics has been a Governor[2]; no Mayor of the town till the present year has been a Governor; never any member for the Borough except one, who was a Conservative; not one Town Councillor.[3]

Concerning the exclusion of Dissenters, the usual arguments are used on both sides. On the one hand it is observed that no such exclusion was indicated by the Founder; and that as the school was meant by him for the benefit of the whole town, it should represent in its constitution the general feeling of the town, and not of any section of it. On the other, it is replied that, indicated or not, it was undoubtedly his intention that the School should be a Church School, and therefore that it should so continue.[4]

We do not think it necessary to enter into these discussions. Practically, it seems to us impossible to attempt to keep the management of a foundation of such a character and in such a situation in the hands of Churchmen only. It is almost wholly a Day-School[5]; it invites pupils of all denominations from a town in which it is admitted that at least one half of the population are Dissenters,[6] and it actually has a large number of dissenting pupils; it has long administered the religious teaching on a system undeniably liberal, and said to be quite satisfactory and successful.[7]

It is true that these statements may be made to "cut two ways." But on the whole, and looking at the state of public feeling, and similar cases elsewhere, we can feel no doubt that they much preponderate in favour of the establishment of entire religious equality in the constitution of the Governing Body of the School.

Exclusion on other grounds, social or political, has not been perhaps quite so marked as the exclusion on religious grounds. But it seems even more clear in this respect than in the former, both for general reasons and considering the well-known character of the people of Birmingham, that the present entire, or

[1] Hill, Speech at Interview of Deputation with Governors, p. 6; Rev. Dr. Miller, 17,895.

[2] Mr. Whateley (Griffith, 475, 476); Rev. R. W. Dale, 17,927; Hon. and Rev. G. Yorke, 18,075.

[3] Hill. p. 7; Rev. Dr. Miller, 17,919.

[4] Rev. Dr. Miller, 17,895; Rev. R. W. Dale, 17,928; Rev. G. Yorke, 18,077-9.

[5] Rev. C. Evans, 5918.

[6] Hon. and Rev. G. Yorke, Ib. 18,101.

[7] Letter of Dr. Lee to Sir John Pakington, Griffith, 445; Rev. C. Evans, 5734-47; Rev. R. W. Dale, Ib. 17,956; Griffith, 460; Green, p. 93.

almost entire, exclusion of the Town Council and of the Liberal element in the town is untenable. Such arguments as are advanced by the Governors,[1] bearing both on the admission of Town Councillors and that of Dissenters, are in fact too invidious to sustain public discussion. BIRMINGHAM.

It is easy to say[2] that the complaint is only one of "sentiment." The answer "representation is a principle,"[3] is much more likely to carry conviction. The general grounds on which such practical restrictions are felt as a grievance are well stated by Mr. Hill[4]; and it cannot but add to the dissatisfaction on the part of the Town Council, that they do possess powers of management in many Institutions in the town kindred to the School.[5]

Changes proposed.

Assuming that some such change as has been indicated should be made, many different ways of doing it have been suggested. The Town Council at one time claimed the whole appointment, subject to certain directions as to the classes from whom to select. This they have now expressly abandoned, and only ask for "some voice."[6] The School Association[7] suggest 28 Governors, to be chosen partly by the Town Council, partly by the Magistrates, partly by the Board itself; with a provision that some members should be graduates and some of the liberal professions. Mr. Sargant suggests a still more complex scheme.[8] The Governors are said[9] at one time to have agreed to a plan by which four Town Councillors and six Dissenters were to be on the Board. This they have since retracted; and they now propose[10] to adhere to the principle of self-election, modifying the present practice in some respects, the most material of which is an extension of the area of eligibility to a seat at the Board, to the whole Borough. In 1842 it was proposed on the part of the town to Parliament, to add five new Governors, nominated by the Town Council.[11]

Mr. Green[12] appears substantially to adopt the original concession proposed by the Governors. "Historicus"[13] suggests five appointed by the Crown, five by the Town Council, the other half by the body itself.

Some Dissenters object,[14] as in other instances, to members of their persuasion being recognized as a distinct class. A provision by which the Governors would be appointed, not for life, but for a term of years, with re-eligibility, was suggested by the School Association.[15]

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[1] Vol. v. p. 1015. [2] Ibid.
[3] Rejoinder to Memorandum, p. 4. (We have not thought it necessary to reprint this.)
[4] Speech, 7–9. [5] Mr. Yates, 17,892. [6] Ibid. [7] Vol. v. p. 1011.
[8] Vol. v. p. 1030. [9] Rev. Dr. Miller, 17,895–7; Hon. and Rev. G. Yorke, p. 994.
[10] Vol. v. p. 1016. [11] Griffith, 547. [12] p. 6. [13] p. 26.
[14] Rev. R. W. Dale, 17,929. [15] Vol. v. p. 1011.

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We are unable to adopt any of the above proposals; and we cannot think, if the popular principle is to be adopted, that it can be worked satisfactorily except by a frank and cordial recognition of the Town Council of the Borough. If our Town Councils were unfit for the discharge of such a function, there would be something wrong in our system, which, if possible, should in that case be altered. But if we do take the ground of popular representation, we do not see any conceivable substitute for the Town Council. No one could seriously propose a special machinery for this single purpose.

But neither does it seem to us desirable that the Town Council should have the whole appointment, which they themselves now disclaim, nor that they should have any kind of rule by which they should necessarily, or by usage, be required to nominate at any time even a single member of their own body. Their choice should always be perfectly free. This too would probably be generally approved;[1] and were this done, we are fully prepared to share in the hope expressed by one of the witnesses,[2] that the Council would make it a point of honour to select the best men for the position that they could find in the town.

The best plan seems to us to be that suggested by our Chairman, and but faintly objected to by the witness he was examining (Dr. Miller),[3] that a certain number of the Governors should be chosen by the Town Council with no restriction whatever.

Recommendation.

On the above basis we venture to suggest the following arrangement:—

The number of the governors to be 21; 10 of these to be elected by the Town Council. Of the remaining part, the first members, after the model of the Charter[4] and similar documents, to be named in the Act or other instrument reconstituting the Board; and after that, vacancies in that moiety to be filled up by the whole Board. No personal restriction of any kind to be imposed in either case; all Governors to be elected for five years, but to be re-eligible.

Other modifications of more or less importance are suggested by the Governors,[5] and Mr. Green.[6] We have above adverted to the chief one, viz., that the qualification for a seat should be either ownership or a trade, calling, &c., or being rated to the Poors' Rate, within the Borough. So far the Governors and Mr. Green agree, and they seem clearly right. The Governors extend the area to all adjoining parishes, and in this we concur. They also define the area of residence, which Mr. Green simply calls "a moderate "distance," to 30 miles from the School, which seems reasonable.

[1] Rejoinder, &c., p. 5. [2] Rev. R. W. Dale, 17,932. [3] 17,902.
[4] p. 2. [5] Memor. vol. v. p. 1016. [6] p. 4.

Next, they concur in recommending a more stringent condition of attendance at meetings, including Committees, without which a Governor should lose his seat. At present it is only required once in two years. They suggest four in the year.

In the third place the Governors advise that no Governor should retain his place on the Board on losing his qualification.

It is strange that this last regulation should still have to be made; and both the latter amendments seem clearly right.

Should this reform be made, we are willing to believe with one of our witnesses,[1] that the most material step will have been taken, and that all further improvements will in due time follow.

Though, however, we have no doubt on general grounds that this change ought to be made, and it is unlikely that the enlightened opinion of the town will be satisfied without it, we do not, in advising it, wish to encourage the expectation that any future succession of Governors will, in fact, carry on the administration of the school in a much abler and more judicious manner than has been done of late years, is now being done, and probably would be done in future years. We cannot agree with Mr. Green,[2] at least with respect to recent times, that there has been "immobility" in the management of the School. We think it impossible to observe what is going on within it, to read the Governors' Memorandum, Mr. Evans's Evidence, and the admissions of some of those who stand forward as reformers in the matter,[3] without being satisfied that, allowing for that deliberation without which change in such an Institution cannot be made, there is but slight ground for complaint as to any of the Governors' recent proceedings, or for doubting that in due time they would fully meet every reasonable demand of the town. Some demands, such, for instance, as that for an immediate and rapid extension of elementary education, under the auspices of the School, through the town—to which we shall hereafter advert—seem to proceed from impatience and want of due consideration. And we think one must be struck with the somewhat vague and doubtful character of the replies given to the question, "What more *would* have "been done than has been, had there been more Nonconformists "and Liberals among the Governors?"[4]

Still it is undeniable that the administration, like that of all other bodies, would proceed with more rapidity and confidence if the friction of jealousy and opposition were removed. Such

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[1] Gover, Report of Interview, &c., p. 16. [2] p. 2.

[3] Historicus, p. 21; Mr. Sargant, 18,007; Rev. Dr. Miller, 17,913, 17,925.

[4] Rev. R. W. Dale, 17,934–9; Mr. Sargant, 18,005.

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friction, we believe beyond a doubt, will continue as long as the present close system prevails; and at this moment it is certain that it paralyzes any disposition on the part of the Governors to apply to Parliament even for powers which they wish to have.[1] Were a reconciliation to take place, and all the leading influences of the town to be in a state of combination instead of discord, and to unite in order to attain the utmost practicable amount of good for the School, they would constitute an irresistible power towards the achievement of that object.

On the two remaining heads, the relation of the School to the town, and its internal arrangement, our most independent and impartial authority is the Report of the Assistant Commissioner. There is some difficulty in dealing with this important document, as it enters much into somewhat intricate details, and is hardly susceptible of abridgment.

II. Relation of the School to the Town.

II. It is easy to observe that there exists a great and fundamental difficulty in the way of making the School in all respects what it should be; a difficulty which is to be found in various forms in the educational question both here and abroad, and which, as long as it exists, must always prevent all direct measures for the improvement of education from having their full effect. It is the apathy and niggardliness of the parents,—their inability to appreciate, and consequent unwillingness to make any exertion or sacrifices to obtain for their children the high culture which great foundations like this School offer to them. Mr. Green and Mr. Evans recur to this continually. We are told that the people

Evils of system of nomination.

are "only half convinced of the value of education;" that "the "difficulty is to tempt parents to consent to the continuance of "their boys' education after they have become available for "earning money;" that "the aversion to the higher culture is "strong;" that the education they desire will not "fill the course "of a school whose standard is decently high;" that "the pros- "pect of practical availability cannot be relied on as an incentive "to any study beyond the simplest elementary knowledge;" that "there is danger of an almost entire extinction of the higher "culture in the town, unless some great change be made;" and "that a boy in one of the first mercantile offices in the town said "that good education seemed thrown away, as far as his prospects "in life were concerned."[2]

Much had been done, and was in progress, towards mitigating this evil at the time of our Inquiry, and much will have been

[1] Rev. Dr. Miller, 17,895; Green, p. 92; Historicus, 39; Mr. Dixon, 17,986; Report of School Association, vol v. p. 1008.

[2] Green, pp. 103, 109, 116, 120, 129; Rev. C. Evans, 5828, 5902.

added in the time that has elapsed; but in fairness to the School, we must ever bear in mind that this evil exists, and that the roots of it are not always easy to be reached by any direct means which its authorities can command. Mr. Green is often obliged to content himself with the somewhat vague hope of a "higher appreciation of education among men of business," an "enhanced appreciation of general education in the town."[1] Until this is in some measure attained, we must expect to see the best-devised plans for the benefit of the School fall to some extent short of their aim. BIRMINGHAM.

This difficulty, however, does not much affect the practical character of the recommendations which we should make.

Till near the time when Mr. Green visited Birmingham, there can hardly be said to have been any relation between the School and the town as a whole at all; and such relation as there was between the School and the other educational resources of the place was of a nature most pernicious to both.

As to the first point, the admission to the School was a matter arranged between individual Governors and individual inhabitants. The entrance examination was of so trivial a kind as hardly to deserve notice,[2] and each Governor had a separate list of boys chosen at his own discretion, from which lists, in rotation, boys were admitted to the School.[3]

Whether, as Mr. Evans said,[4] those nominations were merely given to the first applicant, or, according to Mr. Green,[5] some discretion was commonly exercised, the evil effects of such a system are manifest, and it is the less needful to dwell on them, because the system has been to an important extent modified. Coupled with the gratuitous bestowal of education it is described as having been a "blight on the preliminary education of the "children of 300,000 people," as "making the primary education "of boys destined for the free school," (and it must be observed that, though many could never obtain admission "almost every parent" above the lowest class kept hoping that he *would* do so)[6] worse than if there were no free school at all, as "having de-"stroyed nearly all the private schools in Birmingham."[7]

It did so because parents neglected early education in the hope, often a vain one, of admission to the School, a neglect often irreparable. It destroyed private schools because they could not be in their proper position as preparatory to a public school, for which no preparation was needed; they could not

Parents encouraged to neglect early education.

[1] pp. 125, 131. [2] Governor's Answers, Q. 41, vol. iii. p. 180.
[3] Green, p. 96. [4] Evid., 5649. [5] p. 7. [6] Rev. C. Evans, 5661.
[7] Rev. C. Evans, 5660; Green, p. 98; Mr. Wright, 18,120; Report of Association, vol. v. p. 1008.

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co-exist with it as rivals because of the hopelessly unequal terms of the competition.[1]

The ill effect on the School itself was even more obvious; it was "a dead weight of preliminary ignorance in the lower classes,"[2] with all the serious evils inevitably flowing from such a condition.

The general principle on which this part of the system was to be reformed is so well known and so indisputable, that it is lamentable to reflect that it is not till the present time that a partial recourse to it has been had. It is, that boys should receive the elements of education before they come to the School, and then win their place in it by merit shown in examination; and Mr. Green truly says that with the advantages they possess, the Governors ought to be able to "*set* the standard of preliminary "education as they pleased."[3]

Advantages of competitive admission.

This method is so efficacious that even a partial application of it must have considerable results. The Head Master, a few years ago, obtained leave to give a certain number of admissions as the prize of free competition in a well-arranged examination. The number of them was at first fixed at 40, to be raised to 80; and the effect on the education of the town appears to have been immediate.[4] The result has, in fact, appeared to the Governors so satisfactory that we learn that in last autumn they came to the resolution to extend this system as far as one-half of the vacancies in the School. With respect to the other half also the system of individual nomination has been given up, and the boys are admitted by vote of the whole Board.

Number of scholars should be fixed.

The number of boys in the School, which was 500,[5] is now, as we are informed, 600. We cannot but agree with Mr. Green,[6] (contrary, it is true, to the opinion of Mr. Evans,)[7] that such a number is about as large as ought to be under the charge of one Head Master; and we advise that that limit should be fixed, and not allowed to be exceeded.

We observed before that it seemed premature to expect the School with its present resources to deal with the whole question of the education of the town, even down not only to ordinary schools for the poor, but even to Ragged Schools.[8] Whether in future years and when the income of the School is largely increased, a complete system of education directly applicable to

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[1] Green, p. 101. [2] Ib., p. 99. [3] Ib., p. 101.
[4] Rev. C. Evans, 5662, 5664, 5669. [5] Rev. C. Evans, 5678.
[6] p. 112. [7] Evid. 5852.
[8] Hill, 10; Report of Association, vol. v., p. 1010. Some of the poorest class are said to be in the elementary schools, but it seems to be the exception. Hon. and Rev. G. Yorke, 18,091; Mr. Kynnersley, 18,093.

all classes in the town may not be organized, is a question not yet ripe for solution. We have remarked that the certain and large but indefinite increase of income constitutes one of the difficulties of the subject. But we conceive it may safely be left in the hands of a well-chosen Governing Body, only providing that in any event the one great principle of the *systematic connexion* of all the schools benefited by the Endowment shall be maintained, on the general model of the "graded schools" of America; each school being sufficiently complete for the education of those who content themselves with it, but enabling any to pass freely into the class next above it who may be qualified by merit and fitted for it by their circumstances. The series would begin with the lowest and end with the few who in the Central School are able and willing to remain till about the age of 18 with a view to University life or the higher professions.

Departments should be connected with one another.

At present we do not think the School can well attempt to act directly on the education of any class below that of the skilled artizan. Looked at in this way, we shall probably all agree in Mr. Green's general view, that the Endowment may most advantageously take the form of "a Central High School with affiliated branches."[1] There is not now an affiliation in any real sense.

Leaving, then, the arrangements which may become requisite hereafter unfettered as far as seems needful, we conceive that even now, or soon, a great expansion of the system will be practicable, and one which may probably be found elastic enough to be adapted even to a large increase of the revenues. This we shall venture to propose in some detail; but it will best follow after we have considered our third branch of inquiry, the internal economy of the School.

Area should be determined by ability to reach School.

But before doing so, a separate question, as to the area of admissibility of the boys, should be disposed of. When the present Scheme was framed, the Parliamentary Borough of Birmingham did not exist; and it is obvious that, as in the case of the qualification of Governors, inconvenience must follow from its non-recognition, and no less from the adherence to the local limits of the *parish* of Birmingham, which for most purposes is obsolete. Mr. Green proposes[2] that children should be simply required to be resident within a certain distance from the School. This would be easy to work; but we are disposed to apply to this case the rule which seems best everywhere, that is, to make the school a day school and to open it to all boys who can attend it while living at their own homes.[3]

[1] p. 114. [2] p. 98. [3] Memor., vol. v. p. 1017.

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III. Internal organization.

III. The question of the internal economy of the School is connected with the former one in many ways, yet it is a distinct one. In any case, at whatever age boys may be admitted, whether or no the number of the School be maintained or increased, however duly qualified they may be by an entrance-examination, it will still remain to be considered how best to adjust the education of a large number of boys of the middle and upper classes in such a town as Birmingham, the great majority of whom are destined for mercantile life, while a few can remain longer with a view to the Universities or the liberal professions.

Some details.

Before proceeding we may, perhaps, conveniently notice a few points which admit of being separately viewed.

That the study of Mathematics has not yet been placed on a satisfactory footing, is universally admitted;[1] nor is there much substantial difference as to the remedial measures needed in this department, namely, by placing it more on a level with Classics in respect of the School Exhibitions.

Boarders not recommended.

The question of Boarders occurs in this School, as it has in so many others. It is one on which there will always be difference of opinion, as there are evident advantages and disadvantages on both sides. Mr. Hill[2] (differing in this one respect from those he represented), and the Governors,[3] dwelt on the moral and social advantages to the school arising from their presence. The School Association,[4] Mr. Gover,[5] and apparently Mr. Green,[6] are against it,—not, which is observable, on the usual allegation that Boarders receive an undue relative share of the Masters' time, but on the score of the space being wanted, and of the needless fatigue it causes to the Masters.

We conceive that the actual state of the facts is the best guide in settling this point. The Act of 1831[7] allowed the School to receive 30 Boarders; there are in fact only 10.[8] This seems to us conclusively to show that there is no sufficient natural demand in the district for this part of the system; and we think the space had much better be saved, and applied as Mr. Green proposes,[9] to additional Class-Rooms.

These last words suggest the absolute necessity, in some way or other, of doing away with the present English Class-Room, on account of the noise which is inevitable in it. It is painful to

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[1] Historicus, 30; Gover, Report of Interview, &c., 16; Memorandum, vol. v. p. 1022; Rev. C. Evans, 5842–7; Green, p. 133.

[2] Speech, &c. p. 14.

[3] Memorandum, vol. v. p. 1018.

[4] Vol. v. p. 1010.

[5] Evid. 18,063.

[6] p. 143.

[7] Vol. iii. p. 212.

[8] Rev. C. Evans, 5918.

[9] Ib.

think of the condition of both masters and boys in that room, as described by Mr. Green.[1] BIRMINGHAM.

Assistant Masters should be better paid.

Mr. Green seems to us to establish beyond doubt that the Assistant Masters are underpaid.[2] This indeed is substantially admitted by the Governors.[3] We do not go into details on this point; but we venture to express entire agreement with Mr. Green's suggestion[4] that, if possible, those gentlemen should be enabled to board and lodge together in a Common Hall.

The undue length of the holidays has been much complained of,[5] and was admitted by the Governors.[6] We advert to it only in order to mention that we learn that since last autumn the holidays have been materially shortened.

Head Master should appoint Assistants.

The Governors, the Head Master, and the Association appear to concur in the opinion that the Head Master should have the appointment of the Assistants. The Governors, however, add that it should be with their approval. The Association object to his having the power to dismiss; the Governors advocate it, with an appeal to themselves, the Head Master with an appeal to the Bishop.[7] We decidedly prefer an unrestricted power of both appointment and dismissal in the Head Master; the general reasons for this rule seem to us to be decisive, and as applicable to this case as to any other.

Examinations.

Mr. Evans is evidently not in favour of the University Local Examinations as concerns the School; indeed he professes no more than neutrality.[8] The Governors, being themselves favourable to the system, seem to feel this difficulty,[9] which is in truth a fatal one as long as it exists. We propose to recommend an important modification of these examinations, which will probably remove the objections. The examinations as modified we should propose to make general, and therefore as applicable to Birmingham as to any other school.

Evening Classes.

Evening Classes for former pupils have been strongly advocated by the Governors[10] and the Head Master,[11] and Mr. Green's Report is very encouraging as to their probable success.[12] We mention these, because it is not clear on our Evidence whether they are actually in operation. All we know is that the plan has been matured, and it seems to us deserving of experiment.

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[1] pp. 121, 122. [2] pp. 125, 126. [3] Memorandum, vol. v. p. 1021.
[4] p. 127. [5] Report of Association, vol. v. p. 1010.
[6] Memorandum, Ib., p. 1023.
[7] Memor. vol. v. p. 1021; Rev. C. Evans, 5688–93; Rejoinder, &c., 7 (where only his power of dismissal is objected to).
[8] Evid. 5863–74. [9] Memorand. vol. v. p. 1024.
[10] Ib. [11] Evid. 5851. [12] pp. 131, 1322.

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The School Accounts are now audited by a public Auditor,[1] and published; but this publication is said to be ill arranged,[2] and the plea that the Accounts may be inspected at the Charity Commission Office is obviously inadequate.[3]

Mr. Green[4] recommends a School Library, a Dining Hall, and, if possible, a better and more convenient Playground. We have no doubt he is right on these points.

Organization of School.

We have now to advert to the question of the classification and scheme of studies in the School. And here it seems clear that the difficulty is, on a large scale, that which occurs in so many of the old Endowed Schools in the country; that a large machinery for high classical education is provided for a population only a few of whom really want to avail themselves of it. The School is divided into two Departments, the Classical and the English; the number of boys in each being nearly the same.[5] In the Classical Department "the course of education is determined exclusively with reference to the old Universities; yet not more than four boys a year, excluding Boarders, go from it to those Universities."[6] "From the fifth class downwards is to be found a mass of boys who clearly, according to the fitness of things, ought not to be in the Classical Department at all, but in the English."[7] "Boys whose education is to stop when they leave school would really be better suited by the education given in the first class of the English department, if it were somewhat extended. But their removal would so attenuate the classical department that there would not be enough competition in its lower regions to form effective classes for those who remained in it."[8] "On the whole the Classical Department has set itself to teach Classics, with a supplement of Mathematics, and little else;"[9] while yet many boys leave that department for business at 16;[10] and of these Mr. Green says that, "leaving at 16 they will have learnt scarcely anything but the elements of Latin and Greek."[11] No doubt "the cream of the boys" in this department, (as in the other,) who will go *through* the classical department will be well qualified for Oxford or Cambridge;[12] and Mr. Green speaks favourably of the condition of the upper classes, in the examination of which he took part.[13] But no one questions the great skill and ability of the present Head Master, nor indeed of the Masters generally; the chief difficulty is the common one, that the boys come too ill-prepared, and stay too short a time to benefit by the School as they should do.

Fault of present system.

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[1] Hon. and Rev. Yorke, 996. [2] Historicus, 27, 28. [3] Hon. and Rev. G. Yorke, Ib.
[4] p. 142. [5] Green pp. 117, 118. [6] p. 119. [7] p. 100. [8] p. 127.
[9] p. 118. [10] p. 119. [11] p. 124. [12] pp. 118, 119. [13] p. 144.

We may here mention, as almost the only direct suggestion before us with a view to counteracting the tendency of parents to take away boys early from the school, the "School Scholar-"ships," that is, Scholarships tenable at school, which Mr. Evans[1] told us he hoped to establish, and which we learn he has since established on a small scale. Mr. Green[2] approves of them. BIRMINGHAM.

We proceed to bring forward the general recommendations which we venture to offer, and to which we have above alluded. They are in essential agreement, as to their fundamental principles, though much differing in detail, with that with which Mr. Green concludes so much of his Report as relates to the adjustment of the studies of the School, and this we will here transcribe. After repeating that at present there are many boys in the Classical Department who had better be in the English, and some of whom the converse is true, he says,[3] "Let there "be a common Preparatory Department, containing about 300 "boys, and two Special Departments containing about 200 "between them. The Preparatory Department should give the "necessary 'English education,' and teach also Latin, French, "and Elementary Mathematics. Of the Special Departments, "one should set itself to prepare for the Universities; the other, "whilst keeping up Latin, should attend specially to Mathematics, "Physical Science, and Modern Languages and Literature. For "each of these Departments there should be an entrance ex-"amination open to boys of the Preparatory Department, or of "any school in the district, and one or two of the boys who did "best in this should be rewarded with Scholarships tenable in "the Special Department. The standard of the examination "should be so fixed that the cleverest of the boys from the Pre-"paratory Department should be able to pass it soon after the "age of 13, the average diligent boy not later than 15. For the "University Department it should be principally in Latin, with "Mathematics and Greek in subordination; for the other or "Modern Department mainly in Mathematics, with Latin and "French in subordination. English subjects might count in both." Mr. Green's suggestions.

Agreeing in the principle of this extract, we would suggest a different application of it; for we think that in a town like Birmingham this preparatory division will be to many boys the main and final scene of their education, and that to confine it to the lower 300 of a central school would not be to make it of nearly sufficient importance.

Instead of this we would organize the whole system of Schools in this manner. Recommendations.

[1] Evid. 5850, 1. [2] p. 135. [3] p. 140.

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The Elementary Schools should no longer be merely on the level of the ordinary National Schools. They should be made, as they easily could be made, Schools of the third grade; and

1. Third grade Schools.

not only so, they should be expected to take the lead and set the standard for all similar schools in the town. The lowest age for admission should be ten; the highest for departure, fourteen. Half the scholars should be free, selected by the Governors. We do not think that at the age of ten a competitive examination is advisable. But the Governors should select as a Board and not nominate by turns; and should be required to look to merit and not to poverty, unless in special cases and by way of exception.

2. Second grade Schools.

Instead of the Lower Division of the Grammar School, there should be established in different parts of the town Schools of the second grade, in which the lowest age of admission should be twelve; the highest for departure, sixteen. Here, also, half the scholars should be free, but here they might be selected by competition.

3. Central School in three departments.

Lastly, the Grammar School itself should be arranged in three departments; Classical, Mercantile, Scientific. The lowest age of admission should be thirteen; the highest age for departure, nineteen. Taking the total number of the School at 600, we suggest that there should be 100 Free Boys in the Classical, 150 in the Mercantile, 50 in the Scientific Department. These free places should be given by open competition, graduated according to age, to boys between 13 and 16. In the examination for the Classical Department, Latin at the earliest age, Latin and Greek at the later ages; in that for the Mercantile, Latin, French, and German; in that for the Scientific, Latin, Practical Mathematics, and Natural Science should be the decisive subjects. There should be an entrance examination in English and Arithmetic, without passing which no boy should either enter the School or compete for the free places.

Paying boys.

Besides the 300 Free Boys, there should be allowed 300 paying full fees, the fees being so fixed that every such boy should pay his proportion of the Masters' salaries, but not anything towards the expense of maintaining buildings. In this part of the system we should find the elasticity which seems so important. For the picked boys would go to the Department in which they had won their places, and could only change by either winning a place in a different Department by competition, or by paying the full fees. But the paying boys would be sent to whichever Department their parents preferred. It might possibly be found that all preferred the Mercantile, and that a Classical School for 100 Day Boys was as much as the town

required. But even 100 picked boys would still make a very good school. At any rate, on this plan, without any interference with the internal machinery, the proportion between the different Departments would be nearly self-acting. BIRMINGHAM.

If it is asked why we should make a third Department, the Scientific, instead of being content with two, our answer is to point to Oxford, where Studentships for Natural Science have already become a necessity; to the ever-increasing demand for encouragement to be given to these studies; and to the undeniable fact that there are boys who will achieve much distinction in this direction, who would fail in a classical or literary examination. The Central School for a town like Birmingham ought to recognize and encourage all kinds of intellectual excellence.

We conclude with a few words about Girls' Education in connection with this Endowment. As we said before, we do not think the School in its present condition can afford to include them in its general course, nor does the foundation require them to do so, being expressly limited to "boys and youth."[1] But the Governors some years ago, by a "liberal construction,"[2] which none will grudge, of the terms of the Charter, admitted girls to the Elementary Schools. They speak in general terms of their desire to extend this enlargement of their system when *able to do so.*[3] We *have strong evidence*[4] *of the great need at Birmingham of better schooling for girls* of the middle class, and we *hope that this desire* of the Governors may bear early fruit, according as the resources of the Endowment may be further developed.

NOTE.—We have received from the Rev. Dr. Collis, Head Master of the Bromsgrove Endowed School, a communication embodying a plan for a partial amalgamation of that school with the Birmingham school, on the principle of Bromsgrove furnishing a boarding school affiliated to Birmingham. This communication we have printed in vol. iii. p. 299.

5.—MANCHESTER SCHOOL.[5]

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History, and original purpose.

The affairs of this School have recently undergone much investigation, and according to the principles on which we have dealt with other cases, we conceive there should not be much difficulty in pronouncing an opinion on the chief points involved in the question.

[1] Charter, vol. iii. p. 186. [2] Rev. C. Evans, p. 5800.
[3] Memor., vol. v. p. 1025. [4] Mr. Sargant, Evid. 18,021–27; Mr. Wright, 18,122.
[5] The Report of our Assistant Commissioner, Mr. Bryce, is given in vol. ix. pp. 889–899. The original Statutes of the school, and the answers of the Governors and Master in vol. iii. pp. 307–326.

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Foundation.

The School was first founded[1] in 1515 by Hugh Oldham, Bishop of Exeter, the Abbot and Convent of Whalley, the Warden and Fellows of the College of Manchester, and certain other individuals, and endowed with some lands and tenements in Manchester, and also with the profits of certain corn-mills, to which, according to a frequent custom, valuable monopolies of grinding wheat and malt were given by the Crown.

The School, however, appears not to have been effectively established till 1525,[2] when a body of Trustees was constituted, and Ordinances framed for the government of the School, and annexed to the Conveyance, (after the Bishop's death) by Hugh and Joan Bexwyke.[3] Hugh Bexwyke (possibly the Bishop's chaplain) appears to have been the sole surviving trustee under the Indenture of Feoffment of 1515.

Ordinances.

By these Ordinances it was declared that the object of the Founder was to bring up children in good learning and manners, and specially in "the liberal science and art of grammar, as the "ground and fountain of all the other liberal arts and sciences." A Master's house and School-buildings having been already built by the Bishop, a Schoolmaster and Usher were directed to be appointed.

Certain stipends were provided out of the Endowment for the Master and Usher, and it was expressly enacted that they were to receive no other payment whatever, from the children or otherwise, for teaching.[4]

The elder scholars were to be employed in teaching "infants" and those who came to learn their alphabet.

No children (that is, boys, to whom the School was restricted), free from serious disease were to be rejected, of what country or shire soever they might be.

The boys, as soon as they were able to do so, were to speak Latin both in school and "in all other places convenient."[5]

Exhibitions, limited to 1*l.* 6*s.* 8*d.* each, were to be founded, according to the state of the funds.[6] They were tenable at any College at Oxford or Cambridge.

Feoffees.

Twelve Feoffees were appointed, renewable by self-election when reduced to the number of four, and all residents in Manchester.[7]

The Feoffees, with the exception of certain powers reserved to the Warden of the College of Manchester and the Head of Corpus College, Oxford, have the general power of administration according to the Statutes, and full power was given to

[1] XVIth Rep. of Char. Comm. (1826), p. 103, *et seq.* [2] Ib. p. 105.
[3] vol. iii. pp. 312–317. [4] p. 313. [5] p. 315. [6] p. 317. [7] p. 317.

them to alter the Statutes, with a provision similar to that found in Dean Colet's endowment of St. Paul's School, that it should be done with the aid of "discreet learned counsel and "men of good literature."[1] MANCHESTER.

Such appear to be the points of most present interest in the old Constitution of the School, which we have printed at length with the answers of the school authorities. It contains other provisions illustrative of the state of society at the time.

In 1758[2] the monopoly of the mills was abolished by Act of Parliament, except as to grinding malt, as to which it still appears to exist, and to extend to the whole borough.

Towards the end of last century the Exhibitions are said by De Quincey,[3] who was a Scholar of the School for a short time at that period, to have been worth 40*l.* a year, tenable at Brasenose College for seven years. He was doubtless referring to the valuable exhibitions founded in 1686 by the Duchess of Somerset, of which Manchester school has one-third share. This share apparently amounts in all to nearly 600*l.* a year. The school estates are not now able to provide exhibitions;—a charge imposed on them from the first.[4] Exhibitions.

At the date of the Commissioners' Report (1826) the net property of the school is stated to[5] have been, in rents 1,760*l.*, produce of mills 2,250*l.*, dividends and interest nearly 400*l.* making a total of about 4,409*l.* The Head Master states[6] that 30 or 40 years ago the income was 5,417*l.*, probably meaning gross and not net income. Property in 1826.

At the said date the salaries of the Masters seem to have been on a fairly liberal scale, the number and value of the Exhibitions had been raised, their total being nearly 500*l.* *per annum*, and investments were being made from surplus income, in order to provide new houses for the Master and Usher. The ordinary income was much above the ordinary expenditure, and the Commissioners recommended for consideration the appropriation of the surplus after the aforesaid houses should have been built.[7]

They notice, however, the precarious nature of at least one part of the income, that arising from the mills, which for some years previous to their visit had been greatly increasing, but they did not expect that it would ever be reduced so far as not to leave still a considerable surplus.

The actual reduction that has taken place in the value of the property since that date,[8] and which is a material element in

[1] p. 317. [2] p. 112. [3] Autobiographic Sketches, II., p. 61.
[4] Trustees' Answers, 29, p. 307. See also p. 318. [5] p. 118.
[6] Question 81. [7] pp. 119–121.
[8] In 1833 it was still above 4,000*l.*—Law Rep. 1 Eq. 58.

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the questions respecting the School which have been lately before the Courts and are now for our consideration, is a singular fact when we remember that the property is all within such a town as Manchester.

Present value of property.

It is, however, mainly in one item, that just mentioned, the profits on the mills. That item, which has been seen to have been the largest in 1826, is now insignificant. In 1864 it was only 372*l.*; and though the rents had increased from 1,760*l.* to 2,228*l.*, and the dividends from 292*l.* to 360*l.*, the total had been reduced from 4,409*l.* to 2,994*l.*[1] And we must particularly observe that the Feoffees express[2] their belief that this reduction will proceed further yet: in the profits of the mills, from the removal of brewers beyond the limits of the borough in order to avoid the monopoly, and in the other part of the property from its bad situation. The sum actually spent on the School in the last five years averages 2,527*l.*[3]

Applications to Chancery.

The income of the school 30 or 40 years ago was increasing considerably, and in 1833, on an application of the trustees, a new scheme was framed by the Court of Chancery, providing for additional payments to the masters and for new buildings, and allowing, what had been the practice of the masters, a limited number of boarders to be taken by them. In consequence of disputes which arose further proceedings were taken, and at length, in 1849, another scheme was passed which prohibited the masters from taking any boarders.[4] Under this latter scheme the school was managed till a very recent time. The masters now receive a money allowance in lieu of residences.

Scheme of 1849.

It is unnecessary to discuss this scheme, which is now superseded. In the recent Judgment of the Lords Justices directing the administration of the School[5] some of the chief directions contained in it are recited; and it appears evident that the attention of the Court had not been sufficiently directed to the prospective loss of revenue. Many things were ordered to be done —among which the following appear to have been the chief: the appointment of Masters of Modern Languages, of Teachers, with apparatus, in Arts and Sciences, of additional Assistant-Masters, the purchase of books, the provision of rewards and premiums, and of University Exhibitions (out of the general school estate),[6] —which could not be attempted from want of means. And it was mainly this circumstance which determined the Feoffees

[1] School Balance Sheet, vol. iii. p. 304.
[2] Question 24. [3] Feoffees' Answers, 19.
[4] *Attorney General* v. *Earl of Stamford*; 16 Simons, p. 453.
[5] Law Rep. 2 Ch. App. 497–510. [6] Bryce, p. 4.

to desire the sanction of the Court of Chancery to a new Scheme in 1865. This Scheme was substantially approved by Vice-Chancellor Wood in last year, and confirmed on appeal by the Lords Justices in June last, though opposed in both instances by the Attorney-General.[1] MANCHESTER.

Present condition of School.

Before adverting to it we may notice some particulars in the actual condition of the School.[2] Besides the documentary evidence, the Head Master, Mr. Walker, was one of our oral witnesses.

Site and Buildings.

The site is bad, in a low part of the town, but so convenient from its central position and command of railway communication that Mr. Bryce advises that in any case it be retained. There is no playground whatever, and Mr. Bryce thinks some arrangement might be made for the use by the schoolboys of a large playground belonging to an adjoining Charity School called Cheetham Hospital.

The buildings are not more than moderately good.

Stipends of Masters.

The Head Master's stipend is 585*l.*, that of the Usher 302*l.* 10*s.*, those of seven Assistants (besides a Teacher from the School of Art) range from 180*l.* to 100*l.* a year. The total thus expended is 1,937*l.* 10*s.* a year. Mr. Bryce and the Head Master both are of opinion that these salaries are inadequate.

Number of Boys.

The number of boys is 250, the education is entirely gratuitous. It has been clearly recognized that the Founder's intention was to provide for all classes; but practically there are very few of the labouring class there, and it is manifest by the Returns that the School, while it has a preponderating number of students from the Middle Class, contains a very important infusion of the Upper Class. This is shown by the occupations of the parents as given in the lists,[3] and also from the ages of the boys, and the numbers who habitually are sent from the School to the Universities. Forty-two boys are returned above 16, and on the average of the last five years eight boys annually have gone to the University. A very creditable list of University distinctions gained by boys from the School has been sent to us.

Subjects of instruction.

The Head Master states that the general wish of the parents of the boys is for an education at least in part classical. Indeed he informs us that in his own class the boys, with a very few exceptions, study classics *exclusively*. Boys under 16, he states

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[1] *See* Mr. Wickem's Evid. 13,198.

[2] We quote from Mr. Bryce's Report, the School Returns, and Mr. Walker's Evidence.

[3] Vol. iii. p. 308

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are mostly fitted for the Oxford Local Examinations.[1] But it is to be noticed that he stated that, in his opinion, if an orderly and comprehensive system of scientific instruction could be constructed, it should hold the first place in boys' education, literary training the second.[2]

We have above noticed subjects of instruction which the Scheme required, but for which there are not sufficient funds. Allowing for these, the general teaching, of which on the whole Mr. Bryce speaks in very high terms, is of the kind ordinary in the more flourishing endowed Schools, both as to Classics and Modern Subjects. The School is practically one; bifurcation, or special modification of studies, is hardly practised; and the religious teaching is that of the Church of England, to which it is stated that no objection is offered.

School Examinations are held by Examiners named by the School Authorities.

Government.

The government of the School is very peculiar. The Feoffees have the general management; but the Dean of Manchester, deriving his power from the extinct office of Warden of the College, is Visitor, and has under the Scheme an indefinite right of supervision of the education: and *in conjunction* with the Head Master (the Feoffees being *umpires*) chooses Assistants and Lecturers, and appoints Exhibitioners. Again, the President of Corpus College, Oxford, names the two Foundation Masters, but has no other power; and the Head Master states that in practice he has himself the whole management of the instruction. The Feoffees have a general power of modifying the Regulations.

The Masters are prohibited by the Scheme from taking boarders.

Admission of Boys.

Boys are admitted on competition, not that it is so required, but that, the vacancies not equalling the applications, the Feoffees have adopted that mode. The directions of the Founder regarding the free admission of boys from all parts is adhered to. Some boys come in from a distance of 10 miles.[3]

By a strange provision, and one which no doubt has hardly any effect, boys as young as five years old are admissible to the School. In fact, only five are returned as under 10 years.

Remarkable success of School.

The success of the School both in the Oxford Local Examinations, and in obtaining honours at the Universities, deserves special mention. In three years 87 juniors and 29 seniors passed at the Local Examinations, making an average of 29 juniors and nearly 10 seniors. In May 1867 there were 36 undergraduates

[1] Evidence 11,001.

[2] Vol. iii. p. 306. We may add that he *prefers* Greek to Latin, for boys of any intelligence previous to 16, as mental training, on account of its greater facility. Evidence 11,007.

[3] Master's Answers, 4.

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at Oxford and Cambridge, and of these the extraordinary proportion of 20 were holding open Scholarships or Exhibitions As much as this could not be said of any other School in England, and it is all the more remarkable because the School is purely a Day School. This success must be partly attributed to the ability and exertions of the Head Master, but partly, also, to the system of admission by competition which fills the School with the boys who are best able to profit by the teaching.

Scheme applied for.

It was in this general state of the facts that the Feoffees applied to the Court for a new Scheme. The only very important point in the Scheme, which they themselves suggested and which has been sanctioned, is that of the admission of payin g boys, besides the 250 free Foundationers, with which it is not proposed to interfere.

It appears that the Scheme has not been finally settled,[1] but it has been approved in all its main parts, and especially as regards payments, the Court having sanctioned the admission of 100 boys, paying either 12*l.* 12*s.* or 16*l.* 16*s.* a year. With the funds so acquired, it is thought the full benefits of the Scheme of 1849 will be realized.[2]

Mr. Bryce informs us that the general feeling of the town, which at first was somewhat adverse to this principle,[3] is now favourable to it. The arguments on both sides may be fully read in his Report[4], and in the Judgments of Vice-Chancellor Wood and Lord Justice Turner.[5]

But we do not suppose it necessary for us, after the full consideration which we have given to this point generally, and as regards several other Schools in particular, to go into any reasoning in this matter.

The case of Manchester resembles that of Birmingham.

The case obviously resembles that of Birmingham in some respects; but it has this very important difference, that the revenues of Manchester are small and decreasing, those of Birmingham large and increasing. We do not, however, conceive that, with the high character and efficiency of this School, and the unbounded field of supply at hand, this need cause any embarrassment.

We think the School cannot, as at Birmingham, undertake the education of the poor, as such, which has practically passed from its hands.

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[1] The scheme has been finally settled since this was written, and will be found in vol. iii. pp. 317-326. The fee is not to exceed 12*l.* 12*s.*

[2] Besides the points in the scheme above mentioned, Mr. Walker would introduce with the larger funds what he calls a "Merchant's Form," for special commercial instruction six months before a boy leaves for business. Evid. 11,027. He also wishes to have a gymnasium and drill master. Ib. 11,059.

[3] Walker, Evid. 11,061. [4] p. 895.

[5] Law Rep., 1 Eq. 55–64. 2 Ch. App. 497–510.

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Recommendations.

Foundationers should be admitted by competition.

But we conceive that, in the first place, the number of free places should be determined on a careful calculation of the educational value of the endowment. As many boys as that fund will suffice to give a good free education to, and no more, should be the foundationers. Next, as at Birmingham, the said free places should be prizes open to the whole neighbourhood for competition; and full power should be given to the Governors to admit as many paying boys as they can and please, and on such terms and conditions as they shall think best. We entirely agree with Mr. Bryce,[1] that the decrees and constitutions imposed as permanently binding on schools by the Court of Chancery and other authorities, are far too minute. For example, the paying boys may be all received into the main school, or, as at Birmingham, affiliated schools may be provided elsewhere in the town. The Masters' Salaries may need to be varied from time to time; Exhibitions may be increased or modified. All such points according to our general rules, we should wish left to the authorities to whom we hope to see entrusted the control of such schools. Here we only point out what seem the best general objects to be aimed at in the School. We should desire it to be regulated according to such of our recommendations as are applicable to all Endowed Schools. It seems from experience that it is more favourably circumstanced than Birmingham for the maintenance of a substantial Classical element within it, and of a constant supply of youths for the Universities; and the utmost facility should be given, chiefly through the Free Department, to boys of all classes in the district to avail themselves of it. But probably, though in different proportions, it may be found best to organize the school into a classical, a mercantile, and a scientific department, as we have recommended at Birmingham.

Governors should have more power.

Should be organized if possible as proposed for Birmingham.

We think the Lords Justices were mistaken in advising any departure from the principle of competition for admission to the Free School; and we think Mr. Bryce is mistaken in advising the re-admission of Boarders.[2]

The age of admission of the boys should be increased to 12 or 14. Entrance-examinations should be graduated according to age.

Malt-mills should be sold.

It seems to us that it would be very advantageous if the Feoffees could get rid of their very unsatisfactory and obsolete property in the malt-mills. It may not be hopeless that an Act of Parliament should be obtained with the consent of parties, by

[1] Vol. ix. pp. 455, 889.

[2] Bryce, p. 899. Mr. Walker (Evid. 11,099–100) is not himself against it, but he says the local feeling was strong in opposition.

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which the town itself, or persons interested in the trade, should extinguish the monopoly by a fair payment to the School, which the Feoffees could invest to its permanent benefit.

Governing body should be remodelled.

Finally, we cannot advise the retention of the present complex system of government. In no school, we apprehend, can it be expedient to have more than two seats of authority, the Governing Bodies and the Head Master. We therefore suggest that the powers of the President of Corpus and the Dean of Manchester be abolished, except in so far as that they might become ex officio members of the Board; that ten Governors be always nominated by the Town Council; ten be appointed as at present by co-optation.

The Board so constituted should appoint the Head Master, and the relations between them should follow our general recommendations, and such as for instance we have advised for Christ's Hospital.

6.—TONBRIDGE SCHOOL.[1]

TONBRIDGE.

History.

This School was founded by Sir Andrew Judd, Alderman of London, in the reigns of Edward VI. and Queen Elizabeth. He reserved the usual power of administration to himself during his life, and after his death bequeathed the government to the Skinners' Company, to be exercised with the advice of All Souls' College,[2] Oxford.

This bequest was attempted to be set aside, but it was eventually and fully confirmed by two Statutes of the 14th and 31st years of Queen Elizabeth.[3]

The School continued on this footing up to the date of the Report of the Charity Commission (1819); but a suit in Chancery having been instituted respecting the school estates, and the application of them, a decree was made in 1820, directing an inquiry before a Master of the Court with a view to the enlargement of the Scheme; and upon his Report two orders have been made by the Court in 1825 and 1844, containing a full Scheme accordingly, which the Governors have published under the title of Statutes and Regulations, and of which we have received a copy. Under this Scheme the School is now governed.

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[1] The Report of our Assistant Commissioner, Mr. Elton, will be found in vol. vii. pp. 632–636. The answers of the school authorities, scheme, &c., in vol. iii. pp. 423–442.

[2] So construed, apparently by the authority of Sir William Blackstone. The Letters Patent said "All Saints," which was held to be a clerical error, there being no such College. Carlisle, I. 627.

[3] Charity Commission, 1st Report (1819), 149–153.

TONBRIDGE.

We have not been furnished with any copies of the early documents of this Foundation; but the first 20 clauses of the Scheme (54 in all) would appear from internal evidence to be substantially from the Founder's hands. The Commissioners mention[1] an instrument called the Statute of the School of Tonbridge, of the 6th of Elizabeth, conveying part of Sir A. Judd's intentions, and in which three points may be noted:

1st, that Boarders are distinctly recognized:

2nd, that a somewhat stringent entrance examination, including perfect reading of Latin as well as English and writing,[2] is provided, and

3rd, that (apparently) a boy was to be dismissed if after five years he had not "learnt his grammar."

The Letters Patent[3] contained a provision similar to that in those for the foundation of the Birmingham School,[4] that the whole property of the endowment should be applied solely to the payment of two Masters and to repairs. In neither case does this provision appear to have been adhered to.

The Skinners' Company asserted a claim similar to that of the Mercers' Company in the case of St. Paul's School,[5] to the absolute ownership of the proceeds of the property after making certain payments out of it.[6] The payments appear to have included the maintenance of the School at least on a certain scale and within the limits of the original area, the town and parish of Tonbridge.[7] The Commissioners however, doubted if the claim could be maintained, and suggested that it should be solved by a judicial decision. A suit, as stated above, was accordingly instituted, and it was decided in 1821 (and the decision confirmed on appeal), that the school was entitled to the most valuable part of the property disposed of by Sir A. Judd, viz.: the estates situated in St. Pancras and in All Hallows, the annual rental of which at that date was 3,190*l.*, and to an insignificant contribution out of the remaining estates towards the expenses of the Skinners' visitation and of repairing the old school house.[8]

Provisions of present Scheme.

The new Scheme enlarged the area for Foundationers as aforesaid, established a second class of boys as distinct from the Foundationers, namely, boys from any part of the United Kingdom, at a considerably higher rate of payment (no part of

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[1] p. 151. [2] This is now *relaxed* by the omission of Latin; Scheme, 24.
[3] 1st Rep. Char. Com., p. 149. [4] Vol. iii. p. 189.
[5] Nine Schools Commission Report, i. 188. [6] 1st. Rep. Char. Com., 154, 155.
[7] Statutes, &c., pp. 5, 6.
[8] *Att.-Genl.* v. *Skinners' Co.* 2 Russell, 407.

the education being absolutely gratuitous to any boys, except Latin and Greek, according to the rule often in force in ancient Grammar Schools); defined the number of Boarders, the number and value of the Exhibitions, the position and emoluments of the Masters, the Examinations, and other details. But it has not essentially varied the character of the School, as it has been from its foundation. It is essentially a Classical School, or as we should say a School of the first grade, and in its predominant character it is a Boarding School. The Company with the advice of All Souls have the general power of government and regulation, but the Head Master, subject to such power, has the entire charge[1] of the studies and discipline of the boys. TONBRIDGE.

The Governors[2] state that no material increase of the revenues is in early prospect. Mr. Elton, however, says that in about three years probably there will be an increase of perhaps 2,000*l.* a year, and another somewhat later. But the great increase above alluded to will not be till 1906. Income.

The net school income is stated[3] on an average of five years at 2,643*l.* Great additions are to be made to this in respect of payments for board and for various *extras;* but on the whole we do not think that the present amount of endowment is such as to warrant us, considering the work actually done by the School, in advising any essential change in its objects.

The boys, especially the Boarders, are manifestly for the most part sons of gentry;[4] though a small number only go direct to the Universities, many go into the army and civil service;[5] a very fair proportion of them are above the age of 16,[6] which is an admitted test of the character of a school, and the School is of well established repute among the higher schools of the country.

The amount of payment, especially for day-boys, is a fair question for consideration. But Mr. Elton does not suggest material reduction till the revenues are increased; and considering the social condition of the Boarders it seems to us that their payments are moderate, and that they do substantially benefit by the existence of the Endowment. The highest bill was 128*l.*, the lowest 70*l.* the average 95*l.*[7]

The instruction given in the school is in the main uniform,[8] and there does not appear to be a Modern Department in it. Mr. Elton says there was a "modern form," and that it was dropped from want of space, and from the fees being too high. Character of instruction.

[1] Master's Answers, 42 (vol. iii. p. 434). [2] Answers, 24. [3] Ibid. 18.
[4] Master's Answers, 6; Returns, Form B. [5] Master's Answers, 7.
[6] Vol. iii. pp. 436, 437. [7] Vol. iii. p. 438. [8] p. 268.

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The Head Master alludes probably to this when he says[1] that there were Physical Science Classes, which have been discontinued.

It is a question whether Mr. Elton is right in advising the creation of a Modern Department wholly separate from the Classical; but it seems clear that to some extent the balance inclines too much in favour of classics, and, though cautiously and probably only with changes in detail, it should be redressed. Mr. Elton says that non-classical subjects are "neglected in the "higher forms;" and the Head Master himself states expressly,[2] that "little encouragement is given to *mathematics and other* "*studies.*"

We do not think it necessary to go into detail on this subject. Valuable suggestions will be found upon it in the brief Report of Mr. Elton; nor can it be supposed that the Governors would find any difficulty in dealing with the matter, with such aid as they would receive from a man of the ability and experience of Dr. Welldon, the Head Master.

Local privileges.

There is then the usual question of local privileges for Foundationers. The area for the enjoyment of those privileges is measured by a radius of 10 miles from Tonbridge Church.[3] This is large compared with such a case as Bedford; and perhaps, considering the rural character of the district, no relaxation as to day-boys would have any great practical effect: but as to Boarders it would be material.

Again, though there is no exclusion of an absolute character, as at Bedford, of non-foundationers from Exhibitions and Prizes, there is a very invidious and objectionable distinction made to their prejudice.[4] No non-foundationer can enjoy any of the many valuable exhibitions of the School, if a Foundationer on examination can be found "duly qualified."

Mr. Elton states, and it is obviously inevitable, that so indeterminate a ground of preference has led to constant disputes: and the parents of Foundationers have contended, not unreasonably, it would seem, that their boys have a right to election, as against others, if they have the bare *minimum* of attainment that would enable the holder to *pass through* the Universities.

We think this distinction should be abolished; and we venture to recommend, following our general rule, that the Foundationers should be chosen by competition, and that the Foundation should eventually (with due consideration for the vested interests of present residents) be open to all England, as much as those of Eton and Winchester.

[1] Q. 33. [2] Q. 81. [3] Company's Answers, 40. [4] Statutes, 31.

TONBRIDGE.

We should add, that Mr. Elton says of the whole School, that the teaching is "very good of its kind," and speaks with unqualified and hearty approval and admiration of its discipline, comfort, and general arrangements.

Second and third grade schools to be added hereafter.

As soon as the increase of 2,000*l.* a year, which Mr. Elton thinks that there is reason to expect, shall accrue, we are of opinion that the claims of the neighbourhood to good second grade and third grade schools should be considered. Such schools should probably be day schools. But their precise character and situation ought to be left to be determined by the Governors.

Governing body.

The Governing Body should, in our opinion, be remodelled in accordance with our general recommendations. The Skinners' Company should name one half; the other half should be named by the Provincial Board, which we shall hereafter describe.

7.—BEDFORD SCHOOL.[1]

BEDFORD.

Reasons for reporting on Bedford School.

In introducing this chapter we stated that a main object of it was to exhibit selected examples on a large scale of what may be found in a greater or less degree in many schools.

One or two, indeed, such as Christ's Hospital, may be of too peculiar a character to answer this purpose; but the present case, that of Bedford, is probably only distinguishable in degree from many others. It is that of an Endowment which has grown to a very large annual amount, so much so as obviously to afford scope for an educational system which might be of most extensive, if not of national benefit, but in which hitherto all that has been done has been in precisely the opposite direction. It exhibits the almost unrestrained application of the principle of local, exclusive, and indiscriminate lavishness.

History of foundation.

Bedford School is sometimes said to have been founded by Edward VI.[2] But it was in fact in no sense founded by him, and received no endowment from him. All that he did was to issue Letters Patent *empowering* the Town of Bedford to found a School, to hold property to a certain extent, and to apply the proceeds to the maintenance of the School and to certain other purposes.[3] Nothing was done under this enabling Deed till long after the King's time, and the real founder was Sir William Harpur in 1566.

The Letters Patent had specified as objects of the Endowment when made, besides the School, the giving dowries to poor maidens, the "nourishing and informing poor children" (appa-

[1] The report of our Assistant Commissioner, Mr. Wright, will be found in vol. viii. pp. 679–700. The answers of the trustees and masters, schemes, Acts of Parliament, accounts, &c. in vol. iii. pp. 327–422. [2] Carlisle, I. 1. [3] Wright, p. 679.

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rently, and as interpreted by what was done, as distinct from those in the School); and the *residue* and *superfluity* was to be given in alms to the poor.

Sir W. Harpur in his Indenture provided expressly for the School, for the dowries, and for the poor children; said nothing about alms; and while limiting the scope of the two latter objects to the town of Bedford, did not in terms do so with regard to the former, the School. But he subsequently requires the Mayor and Bailiffs (who were the Trustees) to apply the proceeds to the purposes specified in the Letters Patent, and to none others.

Mr. Wright raises some nice questions of construction on the comparison of these two documents, and suggests a doubt whether the effective endowment did really leave room for the general distribution of alms, and whether the School under it was limited either to a class claiming admission on the score of poverty or to the Town of Bedford.[1] These questions are not of much practical moment. The great increase in the value of the property, and other circumstances, produced, as was likely to happen, many disputes among those concerned in it; and those controversies issued from time to time in several Acts of Parliament and Schemes in Chancery, by which the legal validity of the general administration of the Charity, such as it has been for many years past, is indisputably established. Any material alteration which may now be held desirable could only be recommended on grounds of public policy and enforced by Act of Parliament, and not by any reference to the early documents.

I. ENDOWMENT.

s present nount.

The actual condition of the Endowment is stated with some variation, arising from different portions of time being taken, by the Trustees and by Mr. Wright.[2] The latter statement is somewhat the more recent, and we take the following approximate view from it:—

	£
Total endowment - - - -	13,604
Of which the—	
Schools of all kinds absorb - -	8,309[3]
Cost of management - - -	1,700
Children's Hospital - - -	560
Marriage Portions, Apprentice Fees, Almshouses, Doles to Poor - - -	3,035

[1] Wright, pp. 680, 681. [2] Vol. iii. p. 331; Wright, vol. viii. pp. 688, 689.

[3] In the accounts of the year 1865–6 (which were not completed when Mr. Wright wrote) the expenditure on schools is given as 7,119*l.* The amount derived from school fees (405*l.*) does not equal the cost of books and stationery, viz., 451*l.* (not included in "expenditure on schools").

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The items of the last four heads are not material to our Inquiry, but we may express an opinion generally about these non-educational Charities. Concerning these, it must first be observed that in a small town such as Bedford is, even though swollen by the artificial stimulus of cheap or gratuitous education to all classes, and by the other large Charities of the place, the population is but 15,000, and can hardly increase very much more. This sum of 3,000*l.* a year is but a fraction of the eleemosynary resources of the inhabitants. What their total amount is we cannot say, but Mr. Wright[1] mentions one called St. John's Charity, meaning St. John's Hospital,[2] which he states to be worth (a capital sum of) between 60,000*l.* and 80,000*l.*

Non-educational expenditure—is it justifiable?

This only adds strength to the objections which seem to us to exist against by far the greater part of the above four charitable systems. The "doles," indeed, have been voted injurious at length even by the town itself, and are not to be renewed after the present recipients are departed.[3] The Marriage Portions and the Apprentice Fees we conceive to be at the best superfluous and a waste of money, probably worse. With regard to the Almshouses, even if we admit that under proper restrictions and regulations they may be useful, probably it will be universally admitted that the enormous number of 65,[4] which is the number recognized by the Scheme, is wholly in excess, even if they did not intercept a valuable accession of income to the Charity, and even if they were not jobbed, as it is stated they are, for political purposes.[5]

The particulars of the educational application of the funds we will give presently; at present we shall only observe that for settled residents in the town the whole education throughout the Schools is almost or quite gratuitous. The general result of the whole system is correctly stated by Mr. Wright, as follows:[6]

"The Charity colours and determines the whole life of many in "Bedford. It bribes the father to marry for the sake of his "wife's small portion; it takes the child from infancy and edu- "cates him in a set form, settles the course of his life by an "apprentice fee, pauperises him by doles, and takes away a chief "object of industry by the prospect of an Almshouse."

Some reduction desirable.

We would advise the suppression of the Marriage Portions and the Apprentice Fees, and at least a large reduction of the

[1] p. 698.

[2] The Report of the Commissioners of Inquiry on Sir W. Harpur's Charity is in their Sixth Report, A.D. 1821; that on St. John's Hospital in their Thirty-second Report, Part 2, A.D. 1837.

[3] Wright, 21; Scheme, vol. iii. p. 363.

[4] Scheme, p. 362. [5] Wright, *ib.* [6] Wright, p. 76.

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Almshouses. From such a reduction would follow both a considerable saving in expenditure and a positive gain of income by the selling or the letting of valuable sites.

Proposed amount of educational expenditure.

We might reasonably expect, were such measures adopted, that in round numbers a sum of 10,000*l.* a year would have to be applied, in the best manner that could be devised, for objects directly educational, under this Endowment.

II. EDUCATIONAL SYSTEM.

Its present form.

Let us first see what is done at present in this respect under the Scheme of 1853, which is the last instrument regulating the administration of the Charity. We advert at present to the educational course and to those who partake of it, postponing any observations on the system of government under which the schools are placed.

[1] The Charity maintains no less than seven Schools, including what is termed the Hospital, which is an establishment for about 13 boys and 13 girls of the poorer sort, where they are fed, clothed, and lodged, as well as taught. This separate provision is in literal pursuance of the Letters Patent and of the Deed of Foundation.

The remaining Schools are a Grammar School, a Commercial, and a Preparatory Commercial School, a National School, a Girls' School, and an Infant School; and the whole number of children in all the Schools is nearly 1,900.

The Schools were mostly established by the Trustees under enlarged powers given them by an Act of Parliament passed in 1826; and the whole of their arrangements were laid down fully in the Scheme sanctioned by the Court of Chancery in 1853.

Its character.

Of the course of education pursued in the Schools it is not necessary to say much. Mr. Wright speaks on the whole favourably of all of them except the highest, the Grammar School, and the lowest, the Infant School; and with regard to the Upper Commercial School, he quotes a favourable Report from the Examiners of 1865, two gentlemen of the highest authority. But this report, as he observes, loses much of its value from the very objectionable arrangement, that with the exception of the highest Class, only the first or better half of each Division is presented for examination.

Minor alterations recommended if this system continue.

Supposing the general system of this Endowment to continue, the chief improvements needed, nearly all of which are pointed out by Mr. Wright, present no particular difficulty, and ought to

[1] What follows is, as regards the facts, taken from Mr. Wright's Report, unless otherwise specified.

be adopted without delay. In the Grammar School, Physical Science might be introduced; History should be more systematically and intelligently taught; the lower Masters ought to be better paid; a proper playground should be provided; and generally the suggestions made by New College in 1865 (reserving for the present the question of payment by the boys), seem desirable to be adopted.

It seems unnecessary and inconvenient to have two Commercial Schools. They should be made into one, and placed under the same Master.

In these Schools the Under-Masters are evidently too few, for Mr. Wright reports that there is no individual teaching in them.

Mr. Wright suggests that the Infant School should be abolished. On the assumption, however, that the general framework of the Charity remains, we should be disposed rather to retain the Infant School and abolish the Hospital. In a town with such abundant resources there seems no sufficient reason for an institution which, besides education, undertakes the whole charge and maintenance of a handful of children out of the mass.

Shall schools be graded?

Mr. Wright says that he has no materials to determine the question "whether much would not be gained by an affiliation "of the lower schools to the higher, with a regular system of "promotion." "At present there is no connexion between the "Grammar school and the English schools. Few boys ever "rise from these into it. Their system and books are different, "and the few who rise are at a disadvantage. Similarly few "pass from the National into the higher English schools."

We feel no doubt, however, on general grounds, that such a system of connexion and affiliation is in the highest degree expedient, and ought to be adopted at once if the schools remain as they are.

Much greater change needed.

But we do not go into a detailed consideration of this point, because we feel bound to recommend a complete revolution in the administration of this very large and important Charity.

To complete, then, the view of the existing state of things, we must mention who the recipients of the benefits of the Endowment are. We shall afterwards describe the system on which it is governed and dispensed.

Some of the Masters are allowed to take boarders, but these are regarded with great jealousy in the town, and by express enactment in the Scheme are excluded from the advantage of Exhibitions and endowed Prizes.[1]

[1] Schedule, pp. 360, 361.

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Benefits of Charity at present confined to Bedford.

With this single exception, the benefits of the whole of the Endowment are absolutely confined to residents within the five parishes of the town of Bedford. Further still, they are given gratuitously (with the exception of books in the Grammar School), in respect of all the schools, to the children of inhabitant householders (living or dead), if also qualified by the obsolete condition of parochial settlement, and if the child, or either of its parents, were born in the town. This is the specially favoured class; all others pay a guinea a year; and as respects the three upper schools, for children of parents non-settled, and where the condition of birth is wanting, is to be paid in addition, irrespective of the number of the children, 10 guineas on admission.[1]

Mr. Wright listened patiently[2] to a large number of local witnesses who were brought in succession before him, and testified almost in the same words to their claim to the local privilege as the "birthright" of the inhabitants of Bedford. It is probable that the list might have been extended till it included nearly the whole population; but it proves little or nothing, and we consider, on the grounds which have of late years been repeatedly stated, that, saving vested interests, as liberally construed, this local advantage ought to be abolished.[3]

Ought this to be?

We adopt the principle of the recommendation of the Nine Schools Commissioners in the cases of Harrow, Rugby, and Shrewsbury,[4] and we advise that, after the lapse of a certain number of years, the exclusive privilege of the town of Bedford should cease.

Those who attach value to the precise directions of Founders in this respect should not only bear in mind what has been above pointed out as to this particular case, that Sir William Harpur distinguished the scholastic part of his endowment from the rest, limiting the latter to Bedford, and not so limiting the former; they should consider the opinion,[5] deserving of much attention and founded on an extensive examination of early Deeds of endowment, that the general object of the Founders of our Endowed Schools was the promotion of education, and that its application to their own neighbourhood was in their view

[1] This payment gives admission only for one year; but "one year and one day's "residence and occupation of a 10*l.* house in Bedford gains a settlement, and thus "qualifies for all the schools subject to the annual payment" of one guinea for each child in the grammar or commercial school. (Vol. iii. pp. 370, 416.)

[2] Evidence taken before him, of which a copy taken in short hand was supplied to us.

[3] *See* Report of Nine Schools Commissioners, pp. 10, 11.

[4] *Id.*, pp. 228, 301, 324.

[5] *See* Dr. Temple's Evidence before the Lords Committee on the Public Schools Bill. (H. of L. Paper, Sess. 1865, No. 90, Qq. 861, 988–983.)

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subordinate, being in fact incidental to their main purpose, and taken up simply as their easiest and most natural course.

We should then have an educational Endowment of 10,000*l.* a year to be made the most of, freed from local restrictions as to those who are to benefit by it. There are but very few endowments of the kind in the whole of England to surpass or even to equal this. It may easily be made to supply excellent education to the whole county, and at the same time to give a better education than it does to the inhabitants of the town.

Recommendations; viz.:

We do not think it necessary to go into minute details on this subject; but, following the general principles we have observed elsewhere, we venture to recommend as follows:—

1. Maintain the Bedford schools.

The schools needed for the town of Bedford should be maintained in full efficiency; in each school a certain proportion of the scholars should receive their education gratuitously, and another proportion at reduced rates, such scholars being selected for that purpose by competition.

2. Establish a cheap boarding school.

In some eligible place in Bedfordshire might be established a large boarding-school for the children of farmers and tradesmen, after the excellent model of the recently-formed County Schools at West Buckland, Framlingham, or Cranley. In this respect the old Foundation may well follow, of course without minute adherence in detail, the lead of the younger ones; for, as far as they have been tried, there have not, perhaps, been anywhere more successful or more promising undertakings than those great modern Schools.

We cannot, indeed, but learn with regret, though not with much surprise, that with this immense Endowment at their doors, narrowed in its scope to the small town of Bedford, the gentlemen of the neighbourhood have set about the establishment of a new County School, to be founded out of their own resources. We hope that it may not even yet be too late for the promoters of this project to pause, and to endeavour to effect their object by amalgamation with the Bedford School Endowment. Such voluntary contributions as they may have been willing to make should still be welcomed, for large as the old Endowment is, we conceive that it might fully be exhausted, even with the addition of such funds as have elsewhere been subscribed to the establishment of County Schools, in such an extension of Middle-Class Education as we are now proposing.

3. Establish day schools of 2nd and 3rd grade in larger towns of this district.

The boarding-school should be open to all England. In addition to it should be established day-schools of the second and the third grade, connected together and affiliated to the boarding-school, in convenient places throughout the county of Bedford.

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With regard to the question of payment, we would in the first place recur to what we have said as to the voluntary fund just set on foot. We think that that fund, together with as much more as may be required, raised by mortgage of the Endowment should be applied for the full establishment of all the school buildings on freehold sites. It must be remembered that the plan supposes the sale of part of the land now occupied by the Charity; and though the assumption must necessarily be a vague one, we assume as certain that, after due provision had been made for the extinction of the mortgage debt in a term of years, there would remain a substantial sum of many thousands a year, a sum too which would increase every year till the original amount had been regained, immediately available for the Schools.

3. Fees should be charged.

We further suggest that this annual sum ought to be largely supplemented in all the Schools by payments from the children.[1] We do not specify the amount of such payments, nor again of the salaries of Masters. The Endowment should bear on both: all regular Masters receiving from it, for a certain time after their appointments, a fixed minimum, inadequate of itself, but sufficient, with the prospect of addition from Capitation Fees according to the prosperity of the School and their own success, to secure competent and able men;[2] and the boys largely aided by a considerable number of free and a still larger number of partially free scholarships in the schools, open to competition.

We do not go beyond this outline. Should Parliament see fit to sanction its being filled up, that task had best be entrusted to the Local Body, which would also be the one to form, with proper provisions for its existence as a perpetual body, the permanent Government of the Schools.

III. SYSTEM OF GOVERNMENT.

This brings us to the only other point which we have to deal with.

The present system on which the Schools are governed is very anomalous.

Its history.

By the Letters Patent no general form of governing the Grammar School (the only one with which they are concerned)

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[1] We do not go into particulars as to the share which girls should have in the proposed system. It should be an integral, but an inferior share.

[2] In favour of this principle we have much evidence of weight, as, for example, in the answers to Lord Taunton's Letter of May 28, 1866 (in vol. ii.); Rev. J. W. Blakesley, p. 13; Dean of Salisbury, p. 28; Bishop of Lincoln, p. 34; Dean of Christ Church, p. 49; Rev. J. Martineau, p. 51; Rev. J. E. Rogers, p. 70; Bishop of St. David's, p. 76.

was provided. The power of establishing the School was given to the Mayor, Burgesses, and Commonalty of Bedford, and the power of appointing and dismissing the Masters was, for some reason which does not appear, given to the Warden and Fellows of New College, Oxford. This last-named power, though in the absence of anything to such an effect in the words of the Letters Patent, and though not only all reference to the College is wanting in Sir Wm. Harpur's Deed of Gift, but that Deed expressly recognized the appointment of Masters by the Mayor and Burgesses instead of the College, was extended by the Court of Chancery in 1725 so as to include a general visitorial power over the School. This is stated to have been done on representation that the College was "ousted of its jurisdiction." We are told, however, in a paper furnished us by the Trustees, that from the first foundation of the School the College have acted as visitors and have appointed the Masters.[1] BEDFORD.

Till the year 1764 the government continued in the authorities of the Borough, subject to the partial and indefinite participation in it by the College; in that year, and again in 1826, the constitution of the Board of Trustees was very greatly modified and enlarged, but the general position of the College was left unaltered. Other attempts were made at various times to alter the constitution, but without effect, and the general government of the School stands as defined above, but with the following further details, which are taken from the scheme of 1853.

Its present form.

The course of instruction to be regulated by the Warden and Fellows and the Trustees.

The Warden and Fellows to approve of the buildings provided for the Grammar School and the Masters' houses.

The Warden and Fellows and the Trustees to make regulations as to Boarders.

The Head Master to have power to make rules, subject to the orders of the Trustees and the approval of the Warden and Fellows.

And, lastly, the Warden and Fellows were required to cause the School to be examined every year. The Examiners to report to the College on any matter whatever in the School that may seem to them to demand it. The College to make such orders as they please thereupon, and the Trustees were expressly required to carry such orders into effect.[2]

This last is undoubtedly a very ample power, but it appears to have been wholly a dead letter; nor does it seem that the

[1] Vol. iii. p. 327.

[2] Schedule, pp. 354, 355, 357, 358.

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College have any effective power in the School at all apart from the Trustees, except that of appointment and dismissal of the two Masters.[1]

The College have never had anything to do with any part of the Charity except the Grammar School.

The Trustees are now the Mayor, Aldermen, and Common Council, the Head Master, the Usher, 18 inhabitants elected by the ratepayers, the Lord Lieutenant of the County, the Members for the County and the Borough, and the Recorder. By a very objectionable usage, all the latter non-local members of the Trust take no part in the management.

The Head Master naturally complains [2] of this divided and defective system of government, and Mr. Wright speaks [3] of the "diligent endeavours" of the College to reform the School being defeated by the passive resistance of the Trustees.

Compared with the present narrowly restricted body of Trustees there can be little doubt that the Warden and Fellows would constitute much the better government; but it would be out of the question to abolish the whole local element in the administration, and we cannot think it at all expedient that this double system should continue.

What the government should be.

We think the whole Charity may be placed under the management of a Board of 21 members, 8 to be appointed by the Town Council, and 8 by the Provincial Board to be described in our last Chapter; the number to be made up by the Lord-Lieutenant and the Borough and County Members.

MONMOUTH.

8.—MONMOUTH SCHOOL.[4]

History.

This School is another of the cases, like Dulwich, in which the present value of the Endowment is wholly disproportionate to its future value; and also in which no near estimate can be formed of the amount which it will eventually reach.

Foundation.

The founder, William Jones, established the school partly in his life-time and partly by will (1714); and the main bulk of the endowed estate is in New Cross and Deptford, and amounted to upwards of 366 acres.[5] The landed estate, however, appears to have been reduced by sales to railway companies and otherwise to about 300 acres; but, we are informed, the income of the charity will be considerably increased by the sales.[6] A large

State of property.

[1] Wright, p. 698. [2] Answers, Q. 81 (p. 402). [3] p. 698.

[4] The report of our Assistant Commissioner, Mr. Bompas, will be found in vol. viii. pp. 701–707. The answers of the governors and masters, and the scheme of 1854, in vol. iii. pp. 443–462.

[5] Charity Commissioners' 10th Report, p. 201. [6] Bompas, p. 701.

part of this was improvidently leased in 1763 for 150 years; but Mr. Bompas was informed that probably a surrender of these leases might soon be arranged, which would lead to a large and immediate increase in the income. This is one element of uncertainty: another is that, as we find in our Returns, a fresh Scheme for the administration of the Charity (which contains Almshouses as well as the School) is now before the Charity Commissioners, though a very detailed scheme was laid down by the Court of Chancery in 1854. MONMOUTH.

The occasion for this, no doubt, was that even in the present condition of the property, the surplus income is estimated at 1,470*l.*[1] a year, and that this sum is only just set free, as up to 1866 the surplus was applied to new and enlarged school-building.

It seems that there is only a difference of degree between the position of the Endowment with its present large surplus (which has been increasing for many years,[2]) and what it would be were the above-mentioned long leases at once to fall in. The Charity could not, of course, under the probable arrangement which has been adverted to, get the full unincumbered value at once of the released property; and we believe that the general principles by which the School should be governed may be laid down now with sufficient certainty.

The Founder made the Haberdashers' Company sole Governors of the School, and so they have continued to the present time. But a remarkable supplement has been made to the Constitution, said[3] to have been partly founded on the old Statutes (of which we have received no copy), but which did not come into practice till the year 1825. By this a certain number of gentlemen of the neighbourhood were appointed Visitors. These gentlemen, in 1834, were nine in number, but by the scheme of 1854 (which as usual laid down in rather excess of detail the whole constitution and arrangement of the School) they were raised to 12, and their appointment made imperative. They meet quarterly, superintend the condition and progress of the School, and make reports and recommendations to the Governors.[4] They are, in fact, their local deputies, and we presume that, with the exceptions of the appointments, they are practically the administrators of the School. Governing Body.

Another peculiarity is the office of Lecturer. This gentleman is a resident clergyman, who, besides spiritual charge of the Almspeople, has[5] a general superintendence over the School, and

[1] Vol. iii. p. 446. [2] 10th Report, p. 205.
[3] Charity Commission, 27th Report, p. 438 (1834). [4] Governors' Answers, 35.
[5] Scheme, 8 (vol. iii. p. 449).

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would appear to be Executive Officer to the Governors and Visitors, somewhat like the Treasurer at Christ's Hospital.

Under this general constitution, as established or declared by the Chancery Scheme, the School is carried on. No actual apportionment of the Fund is made between the School and the Almshouses; but by the Scheme the number of Almspeople is limited to 20, and that of Scholars to 100.[1] In anticipation, however, of the increased resources of the Endowment, the new buildings have been erected to receive 160 boys.[2]

Present income.

The average gross income (which is increasing) is returned at 2,925*l.*, the net at 2,147*l.*, and the part devoted to the school at 721*l.*;[3] the rest being applied to management, law costs, and the Almshouses, and still leaving, as has been said, a large annual surplus.

Recommendations. 1. To spend no more on almshouses.

In the first place we advise that the Almshouses and the expenditure upon them should not be added to, and that the whole of the large present and prospective increment of the revenues should be applied to education.

2. To follow the model proposed for Bedford.

It does not occur to us that there is anything very special or peculiar in this case that should govern our recommendations as to the particulars of the education to be so provided. We suggest that the general model which we have advised for Bedford school might well be followed at Monmouth.

It is true, as Mr. Bompas has pointed out, that the Founder clearly did not intend the establishment of anything like an elementary school; indeed he must have meant a school of a high class, for he specifies[4] as its sole object the teaching of "Latin " and other *more polite literature and erudition.*"

A large classical school not wanted.

But as in the case of Tonbridge we have suggested that we should accept the actual course of events which had affirmed the position of that school as one of the first grade, so we do not think that there is anything in the situation of Monmouth or the history and actual condition of the School which would warrant the attempt at this time at such a total revolution as would be its transformation into a high Classical School. It is now hardly even a Middle School. "The class of boys are prin- " cipally the sons of labourers and small tradesmen. The sons of " professional men in the neighbourhood hardly ever attend, an " objection being felt by their parents to their associating with " the lower class of boys in the school. Above half the boys in

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[1] Nos. 1, 12.
[2] Governors' Answers, 15.
[3] Ibid. 17–19.
[4] 10th Report, p. 10.

"this school are of a class who would usually attend National "or British schools."[1] MONMOUTH.

Masters underpaid.

The scale of payments of the Masters, inadequate, indeed, as we conceive, as the School now is, would have to be greatly raised. The two exhibitions open to boys going to the Universities are not taken up, and Mr. Bompas is substantially right in saying that no boys do go to the Universities, for only one has gone in five years, and he must have been a boy of rather unusual powers, for he became Ninth Wrangler.[2]

The Court of Chancery, as in the case of Dulwich, prescribed[3] a most ambitious *curriculum* for the upper division of the two, classical and commercial, parts of the School, and to a great extent with the same unavoidable result. French, German, and Natural Philosophy, expressly required by the Scheme, are not taught.[4]

Boarders forbidden.

Boarders, some time ago, were admitted in large numbers, and the system appears to have been mismanaged, and to the damage of the other boys. In consequence it was abolished in 1832, and though the Commissioners of Inquiry strongly recommended its resumption, it was expressly forbidden by the Court of Chancery.[5]

Boys whose friends live at a distance are allowed to come and lodge in the town without inquiry or supervision, with, as we are told, bad effects.[6] This, except in the case of boys born within the favoured district, is in contravention of the scheme, which requires that not merely the boys, but their parents or guardians, shall be resident in the said district, and plainly intends that the boys shall be living with them.

Mr. Bompas found the usual controversies going on as to what the main character and objects of the School should be; whether Boarders and paying boys should be admitted, or re-admitted, whether the salaries should be raised, more scholarships established, and so forth, for which we refer to his Report.

Present teaching good.

But we observe that he speaks emphatically in favour of the teaching in both parts of the School, and also of the natural advantages of the place. And while we have said that we do not see sufficient grounds for any attempt to make the School one solely or mainly of the first grade, there are unquestionably ample materials for its large development as a first-rate school, and nucleus of schools, of the second grade, perhaps also including affiliated Schools of the third grade.

At present it is simply an absolutely Free School, non-foundationers wholly excluded, with hardly more than a nominal exami-

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[1] Special Report; School Returns, Form B. [2] Master's Answers, 7.
[3] Scheme, 28. [4] Master's Answers, 29, 33. (vol. iii. p. 454).
[5] 27th Report, p. 439; Special Report; Scheme, 37. [6] Bompas, p. 703.

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nation on entrance,[1] and limited to the town and county of Monmouth, Herefordshire, and Gloucestershire.

Bedford model applicable.

As we have said, it seems that the general circumstances of the case resemble very much those of Bedford, or of any unusually large educational Endowment in a position favourable both for a large Boarding School and for Day Schools in connexion with it. It would be premature at this moment to suggest detailed alterations on the points just noticed, or similar ones; and we have but to repeat, in conclusion, that we conceive the general model of Bedford School to be fairly applicable here, with this distinction, that Bedford is in actual possession of its full revenues, which Monmouth is not. In this respect it more resembles Dulwich, and similar provision must be made for an elastic future extension of the Institution. For having said that we do not recommend any actual attempt to transform the School into one *solely or mainly* of the first grade, while there still might be a provision for enabling some selected boys to remain longer than others at the School, and to go from it to the Universities, we would add that in the event of adequate future increase of the revenues it may become possible and advisable to establish a central school of the first grade, with outlying schools of the second and third grade in the town of Monmouth, and also in other parts of the county.

Governing Body should be remodelled.

The Governing Body should be remodelled in our opinion on the same principle as we have recommended elsewhere; one third should be nominated by the Haberdashers' Company, one third by the Town Council of Monmouth, one-third by the Provincial Board hereafter to be described.

REVIEW OF THE EIGHT ENDOWMENTS.

Having completed our review of the eight schools that we have selected, we conclude with a very brief survey of the principles which they all illustrate, though in different ways.

Grounds of recommendations.

In every case we think it necessary to look, on the one hand, to the actual state of the foundation, and its past history; on the other, to its amount and capabilities. Its past history and its actual state show what good it is now doing, what just expectations it has created and ought to fulfil, what people have the claim of actual possession to its benefits.

All these considerations, though not by themselves decisive, yet ought in our opinion to have a certain amount of weight. Its amount and capabilities will guide us to what has to be added to these as far as they are kept, substituted for these if they are to be modified.

[1] It is, however, competitive. Master's Answers 22.

The first distinctions between the different foundations is that some are entirely or chiefly boarding schools, others entirely or chiefly day schools. This distinction is of vital importance.

Boarding schools have but a slender tie to the places where they are situated; day schools a very strong tie. Boarding schools are best managed either by non-local governors or by governors of very high authority; day schools seem to require a local mangement.

Christ's Hospital. Christ's Hospital is a boarding school offering free education, and drawing its scholars from all England. It has ancient traditions and venerable memories; and it has in an especial degree succeeded in inspiring the very warmest attachment in the minds of its pupils. Its faults appear to be due to a bad system of nomination, and a want of organization. We propose to keep the boarding school, to keep the free education, and to keep the area; but to fill it by competition, and to re-organize the government.

Dulwich. Dulwich is essentially a day school. If there were a great boarding school there already, it might be wise to keep it, for the same reason that justifies keeping up Christ's Hospital, but to create a new boarding school in that thickly-peopled district seems to be unwise, because there is no natural demand for it. *But while it is a day school there are three other parishes interested in the foundation not near enough to use it as a day school.* The present mode of satisfying this claim, is to maintain a very small boarding house where a few boys taken from those parishes will get a good education, while the people at large from the same parishes will get no good whatever.

We cannot doubt that the best way to meet the claims of these parishes is to do away with the present boarding house, and as fast as money can be got for the purpose, to give them schools of their own. If ever hereafter the money should be sufficient to do so, it would be well in all the Dulwich schools to have a number of free places open to competition. But the first thing to be done is to build new schools of such grades as the parishes want. If that is done, the local restrictions may as well be abolished; a day school restricts itself sufficiently by the requirement that the scholars must live at home, and the stimulus of perfect openness is so valuable to any school that the parish always gains in the goodness of its school far more than it loses by the admission of foreigners.

No other change appears to be wanted here except to unfetter the governors in deciding what they shall teach. The governing body appears to require no further alterations than that a

Provincial Board, such as we shall recommend hereafter, and not the Court of Chancery, should appoint the nominated governors.

St. Olave's. The case of St. Olave's is similar to that of Dulwich, except that here there are no outlying parishes claiming to share in the foundation. What is needed is such a re-organization as shall stimulate merit by making gratuitous instruction a reward and not a right, and at the same time shall adapt the teaching to the needs of the district.

Passing from the Metropolis to the country, we have in Birmingham and Manchester great day schools, and in both cases a population which can more than fill them.

Birmingham. In Birmingham what is wanted is, first to introduce a local representation into the government; secondly, to give the free education by competition; thirdly, to extend the benefits of the education to as many as possible. The first is to be done by improving the board of Governors; the second by limiting the free foundationers, and choosing them by competition; the third by founding more schools as they are wanted. This third in a town is as important as any: for in a town it is often easy to supply education at a reasonable rate, if only good buildings can be provided.

Manchester. The case of Manchester differs from that of Birmingham only in the amount of the endowment. What can be done at Birmingham cannot at Manchester for want of funds; but otherwise the same rules apply to both cases alike.

Tonbridge. Tonbridge is a boarding school; its present condition, its past history, its Founder's intent, mark it as a school of what we call the first grade. The foundation, which means not free education, but the remission of certain fees, that is, cheaper education, is confined to boys living within ten miles of the school. The value of the foundation is 2,643*l.* a year. According to the rule which seems to us to be always expedient, the foundationers should be chosen by competition, while such an amount as 2,643*l.* is too much for the area. Still more unreasonable will it seem to be to confine the foundation to within ten miles of Tonbridge, when it increases as it is said that it will do. There seems to be no reason why it should not be open to all England, just as Eton or Winchester. The tie between a boarding school and the immediate neighbourhood cannot be worth preserving.

Bedford. Bedford is both a boarding school and a day school, but at present is chiefly to be regarded in the latter character. Its peculiarity consists in its enormous revenues, which are nearly, if not quite sufficient to educate the whole county, but are now worse than wasted since they pauperise the education of the town.

The first thing that seems to be needed here is the abolition of

indiscriminate gratuitous instruction, and the substitution of a system of selection by merit. When that is done the area will be found too narrow for the endowment, and the benefit ought to be allowed to overflow into the county. The town of Bedford should keep what is educationally useful, but no more. The funds, wisely applied, would not only teach Bedford boys better, but would aid in teaching many Bedfordshire boys also, and the boarding school would be of use to all England.

The governing body should be re-organized in such a way as to do away with the present complication of powers, and at the same time to secure that so great a foundation should not be sacrificed to narrow views or to want of knowledge of education.

Monmouth. Monmouth differs from Bedford chiefly in this, that its revenues are prospective, but the mode of dealing with it is essentially the same.

CHAPTER VI.

GIRLS' SCHOOLS.

We have thought it our duty to inquire separately into the subject of Girls' Schools, and we have devoted this Chapter to that branch of the question.

Importance of this subject.

On the gravity of it, it is needless to dwell. In our notice of Christ's Hospital we have quoted the authority of Mr. Hare[1] in support of the opinion that an educated mother is even of more importance to the family than an educated father; and no one of reflection will controvert these words of Mr. Lingen:[2] "If one looks to the enormous number of unmarried women in "the middle class who have to earn their own bread, at the "great drain of the male population of this country for the "army, for India, and for the colonies, at the expensiveness of "living here, and consequent lateness of marriage, it seems to "me that the instruction of the girls of a middle-class family, "for any one who thinks much of it, is important to the very "last degree." Mr. Fraser[3] quotes a weighty opinion of Tocqueville, that the chief cause of the prosperity of the United States is the superiority of their women.

Indifference of parents.

It is true that this conviction, as relating to the Middle Classes, may be looked on as recent and still growing,[4] and as one which still greatly needs to be inculcated on and accepted by parents of that class. We have had much evidence showing the general indifference of parents to girls' education, both in itself and as compared to that of boys.[5] It leads to a less immediate and tangible pecuniary result; there is a long-established and inveterate prejudice, though it may not often be distinctly expressed, that girls are less capable of mental cultivation, and less in need of it, than boys; that accomplishments, and what is showy and superficially attractive,

[1] p. 490.

[2] 13,154. Dr. Howson, Transactions of Social Science Assoc., 1859, p. 309.

[3] p. 192. [4] Miss Davies, Secondary Instruction of Girls, 3-5.

[5] Giffard, p. 209: Fitch, p. 300: Miss Buss, 11,572: Miss Davies, 12,560: Dr. Pattison, 17,817: Hammond, p. 476: Green, p. 240.

We must observe that the evidence is so abundant, and for the most part so consentaneous, that these references must be taken as generally made by selection.

are what is really essential for them; and in particular, that as regards their relations to the other sex and the probabilities of marriage, more solid attainments are actually disadvantageous rather than the reverse.[1]

Its naturalness.

These considerations will not affect the character of the recommendations we shall offer. But it must be fully admitted that such ideas as we have referred to have a very strong root in human nature, and that with respect to the average, nay to the great majority of mankind, it would be idle to suppose that they would ever cease to have a powerful operation. Parents who have daughters will always look to their being provided for in marriage, will always believe that the gentler graces and winning qualities of character will be their best passports to marriage, and will always expect their husbands to take on themselves the intellectual toil and the active exertions needed for the support of the family. "The ideal presented to a young girl," says an able writer, Miss Davies,[2] "is to be amiable, inoffensive, "always ready to give pleasure and to be pleased." The statement may be exaggerated, but that the feeling it describes will ever cease to be extensively prevalent, can hardly be expected. A similar feeling, though not just the same, is reported by Mr. Stanton[3] as that of "many excellent ladies, who would "make all schools places of moral rather than intellectual train-"ing." In our Returns the girls' school is often spoken of as intended to be more a home than a school. The general feeling is illustrated by a singular rule which we have found in the Returns of one of the proprietary schools, that if a girl "found "herself unhappy," due pains must be taken to remove that feeling; failing which it is directed that she be removed.

We have expressed these views thus early in this Chapter, because they belong to the whole subject-matter. The far-sighted and enlightened views about the education of girls, expressed by the many able and experienced ladies and other authorities whom we have consulted, we have no doubt, will meet with ever-increasing acceptance in this country; but we believe their advocates must be content to expect, even ultimately, a proportion of failures somewhat larger than must be reckoned on in most such attempts, and distinctly more than is probable in the corresponding work of the education of boys.

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[1] Bompas, p. 42: Fitch, p. 289. "Men are afraid of clever women," said a lady to Mr. Giffard, p. 212. Bryce, 792: Dr. Pattison, 17,819: Stanton, p. 73: Green, 240, 5.

[2] Secondary Instruction of Girls, p. 15.

[3] p. 69.

We cannot, however, say this without pointing out, though it may almost appear a truism, that the popular feeling to which we have referred, on one most important subject, that of the married life of women, is founded on a grave and radical misconception—a misconception especially, though by no means only, injurious to the Middle Class, and increasingly so in these days. The most material service may be rendered to the husband, in the conduct of his business and the most serious branches of his domestic affairs, by a wife trained and habituated to a life altogether different from that of mere gentleness and amiability of which we have spoken; a life of no slight intellectual proficiency and capacity for many functions too commonly thought to be reserved for the male sex. Mr. Bryce, too, has well dwelt[1] on the greater amount of leisure possessed by the women in a mercantile community, if, indeed, it should not rather be said, that it is possessed by them alone; and remarked that we must, therefore, look to them for the maintenance of a higher and more cultivated tone in society.

Who examined.

We have examined many ladies at the head of Girls' Schools, a few gentlemen, such as Professor Plumptre, connected with such Schools and Collegiate Institutions, and several ladies and others who have specially given their attention to the subject. Most of our Assistant Commissioners have treated the question as an integral part of their task, and have obtained Returns from a large number of Schools; and we have made use of some of the numerous publications of recent years bearing upon the matter.

There is, on the whole, a great concurrence of opinion among these various authorities, both on the state of the case and on the measures desirable to be adopted.

Unfavourable views.

It cannot be denied that the picture brought before us of the state of Middle-Class Female Education is, on the whole, unfavourable.

General defects.

The general deficiency in girls' education is stated with the utmost confidence, and with entire agreement, with whatever difference of words, by many witnesses of authority. Want of thoroughness and foundation; want of system; slovenliness and showy superficiality; inattention to rudiments; undue time given to accomplishments, and those not taught intelligently or in any

[1] p. 839. For the general statement that good Girls' Schools are rare, see, among others, Lord Auckland, 7160: Lord Fortescue, 12,002: Mr. Torr, 12,081: Miss Davies, 12,224: Miss Buss, 11,460: Rev. F. V. Thornton, 15,626: Miss Clough, vol. ii. p. 82. Miss Martin thinks there are good schools in all parts of England often unnoticed, and hopes they are increasing (15,406–8). But this is not really inconsistent with the above.

scientific manner; want of organization,[1]—these may sufficiently indicate the character of the complaints we have received, in their most general aspect. It is needless to observe that the same complaints apply to a great extent to boys' education. But on the whole the evidence is clear that, not as they might be but as they are, the Girls' Schools are inferior in this view to the Boys' Schools.[2]

A few details may be given, both referring to general standards and to the comparison with boys.

Religious knowledge.

As regards Religious Knowledge, of which perhaps, at least as far as the simple elements, girls may be somewhat more receptive than boys, the evidence is not unfavourable. Professor Plumptre, speaking of girls coming to Queen's College, London (a class, no doubt, above the average), says,[3] they are better than boys, and show proof of better home training. We may observe that from our Evidence, what is called the "religious difficulty" is even less felt in Girls' Schools than in Boys' Schools.[4] In very many of the Returns it is not even noticed; and at the same time it would appear from them that a larger number of Girls' Schools profess to be Church of England Schools than of Boys' Schools.

Other branches.

Mr. Giffard found[5] that girls "spell better, read better, write "from dictation better, master the facts of history and geography "better than boys; but translate, analyse, and parse worse, are "not so quick and accurate in arithmetic, algebra, and Euclid, "and less able to deal with themes and general questions."

According to Mr. Fitch,[6] they are better in reading, in English exercises, often in history, in religious knowledge; in all else worse.

[7] Mr. Hammond pronounced the reading, spelling, arithmetic, and grammar unsatisfactory; the history superficial; the geography somewhat better; English composition successful.

Mr. Bompas[8] thought them worse in arithmetic and grammar, but rather better both in history and in geography.

Mr. Fearon[9] says that "the results of his examination in "elementary subjects in Girls' Schools of the first grade have been "invariably unsatisfactory in all respects, except in reading and "spelling."

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[1] Miss Smith, 15,712–749, 851: Rev. F. V. Thornton, 15,624: Mr. Lingen, 13,153: Dr. Carpenter, 943: Miss Davies, 11,225: Miss Beale, 16,082: Bryce, p. 802: Stanton, p. 73: Fearon, p. 408.

[2] Giffard, pp. 200, 207; Bompas, p. 40: Miss King, 16,013: Dr. Pattison, 17,816: Dr. Howson, Soc. Sci. Trans. 1859, p. 309. [3] 1575, 84.

[4] Dr. Howson, Soc. Sci. Trans. 1859, p. 310: Bryce, p. 814: Miss Beale, 16,117–24. At Bedford College School an attempt was made to form a Bible Class on the non-sectarian principle, which failed; but the ground of failure is not stated. Miss Martin, 15,433–5.

[5] p. 207. [6] pp. 287, 288. [7] pp. 510–520. [8] pp. 50, 51. [9] p. 397.

Arithmetic, it should be added, is spoken of as the "weak point" in women teachers, and both arithmetic and grammar are said to be taught in a manner merely empirical.[1]

Astronomy.

It illustrates the common tendency to attempt the higher ranges in learning while the foundation has not been soundly laid, that Mr. Fitch[2] found Astronomy often professedly—it is needless to say not well—taught.

Mr. Hammond remarks that schoolmistresses often "attempt a "variety of subjects, which at present at least, and as now "treated, only interfere with the efficiency of girls' schools."[3]

The teaching of "common things" and household duties seems very rare and occasional.[4]

Physical science.

Physical Science has been introduced, and if hitherto with little or no encouraging result, this must be in great measure attributed to imperfect methods. Mr. Bompas[5] found it only a subject of lectures; Mr. Giffard reports it as only read from text-books;[6] and Mr. Fitch says it is *nowhere* taught systematically, and that it is commonly unintelligible.[7] Miss Buss[8] had not attempted it for mental training, but thinks it may be so used.

Mathematics.

Mathematics do not appear to be much in use, or to be carried far, and Mr. Fitch says they are not taught *mathematically*. Mr. Fearon reports that the results of the teaching of mathematics are unsatisfactory. But in favourable circumstances, as at Queen's College, girls who have any aptitude for the subject are said to make rapid progress, and the study of it is approved by some of the ablest mistresses.[9]

Classics.

With regard to Classics, Greek is so little taught that it need not be noticed, nor is it likely that it will ever be recommended as an ordinary part of female education. But there is much interesting evidence as to the suitableness to girls of learning

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[1] Miss Davies, 11,298–310: Miss Buss, 11,457, 66: Dr. Pattison, 17,848: Bryce, pp. 809, 810: Fitch, p. 292: Giffard, p. 205. Mr. Bompas and Mr. Stanton speak of the "usual" bad performance of girls in arithmetic. (Reports on Howell's School, Llandaff, and on Salisbury Godolphin School.) Mr. Fearon says that "the results of his exami-"nations in arithmetic are extremely unsatisfactory," p. 398. On the other hand, to show how much this is the fault of the teaching only, we notice that at a really good school, the Girls' Department of the Liverpool Institute, Mr. Bryce (p. 808) singles out arithmetic as one of the branches in which "high excellence" is attained. At the Berwick Corporation Academy, where both girls and boys are taught by masters, "The girls passed a creditable examination, and proved themselves to be decidedly "superior to the boys at the same school." Hammond, p. 513.

[2] p. 293. [3] p. 521.

[4] Miss Buss, 11,584: Bompas, p. 53: Fitch, p. 292. Compare the account of Oberlin College (Address by Prof. Fairchild, 43).

[5] p. 50. [6] p. 208. [7] pp. 293, 294. [8] 11,631–40.

[9] Fitch, p. 293: Bompas, p. 49: Bryce, p. 813: Rev. E. H. Plumptre, 1591: Miss Porter, 15,133: Miss Smith, 15,743, 51: Miss Beale, 16,158: Miss Jex Blake, Visit to American Schools, 45, 238*n*: and see Mr. Fearon's Report on Scotch Schools, pp. 140, 193.

Latin in its elements, as a means of mental culture and strengthening of the intellect, and of mastery of grammar and language; of its successful introduction by right methods; and of the perceptible ill effects of its absence.[1] Mr. Fearon reports unfavourably on[2] the Latin that he examined, but this does not appear to be inconsistent with the evidence of its utility, for the fault was plainly due to want of teaching; and Mr. Fearon says in his review of the instruction of girls in French, that the first step towards securing thoroughness in the linguistic part of the curriculum of an ordinary girls' school of the first grade was "the provision of first-rate instruction in[3] Latin."

The elements of Political Economy or Social Science,—a subject, at least in a practical and simple form, very desirable for women to know,—have begun to attract attention. Its success no doubt depends as much as any subject on peculiar skill in the teacher. Dr. Hodgson conducted a class of young ladies in this subject with excellent results.[4] Social science.

In the study of Modern Languages in these schools, French appears to take the lead. In this branch the difficulties and the shortcomings seem much the same as with boys. Good teachers are hard to find; the language is not taught "minutely" enough; the teachers are satisfied if the girls can pronounce and speak it fairly.[5] There is a great want of soundness and accuracy,[6] a frequent occurrence of gross blunders in elementary grammar. But it seems also to be fully as successful in Girls' Schools as in Boys' Schools; girls have the better natural aptitude for it, and are sometimes reported as learning it better.[7] Mr.[8] Hammond reports that he found it "on the whole a very successful school "subject." French.

With respect to the branches of instruction more peculiar to female schools, there are also considerable shortcomings to be noticed.

Music (which appears not always to be taught in the cheaper schools[9]) is equally demanded of all girls, however little taste they may have for it.[10] Mr. Hammond[11] states that one of the considerations which mainly influence parents of the middle class in Music.

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[1] Rev. E. H. Plumptre, 1587, 9: Mr. Templeton, 7766: Miss Martin, 15,392, 4: Miss Smith, 15,723, 89: Miss Buss, 11,473: Rev. F. V. Thornton, 15,574: Giffard, pp. 200, 1, 3: Mr. Lingen, 13,153.

[2] p. 400. [3] p. 405. [4] 9062. Miss Smith, 15,817: Miss Wolstenholme, 16,247.

[5] Fearon, p. 405. [6] Fearon, p. 404.

[7] Giffard, p. 201: Bompas, p. 49. [8] p. 523. [9] Bompas, pp. 42, 3.

[10] Fitch, p. 298: Bryce, p. 314. A notable exception is in Miss Heathcote's school at Bolham, where we find in our Returns that music is not allowed to be taught when there is no talent for it. A similar suggestion is made by Miss Clough, vol. ii. p. 83.

[11] p. 476.

selecting a school for their daughters is, that instrumental music is to be the leading subject of instruction for women except in the lowest ranks of life. It is said to be seldom more than the acquisition of manual skill, to be taught without intelligence, and too much confined to instrumental music to the neglect of singing, in which boys are stated to be the more accurate.[1] In particular Mr. Bompas[2] gives a clear summary of reasons against the pianoforte for educational purposes; from the undue consumption of time, the impossibility of simultaneous teaching, its expensiveness, the embarrassment it causes in the school arrangements. But no one would recommend its abandonment, though judicious Heads of schools may be able to modify its use, in the sense above indicated, and so as to include the elements of Thoroughbass.

Needlework. Needlework, also, is reported to occupy too much time, to be capable of being more taught at home, and the kind of it which most prevails is said to be too much of an ornamental character.[3]

Exercise. The important subject of bodily exercise for girls appears still to be imperfectly attended to. Though undoubtedly, under the name of "callisthenics" it is duly encouraged in the better schools,[4] yet Mr. Fearon lays great stress on the want of systematic and well-directed physical education, as often the cause of failures in health and an impediment to successful study.

Summary. We have now attempted a slight survey, as respects instruction, of the condition of Girls' Schools as brought before us in the Evidence. That there is much that is good in them, that much improvement is going on, and still more may be looked for, we cordially admit; and we hope that, both in this Chapter and in the Evidence and Reports, this, the favourable side of the matter, will be noticed and appreciated by the reader more in detail. But we are here rather looking at the less favourable side. Of this a forcible description, perhaps somewhat caustic in its tone, may be seen in Mr. Bryce's Report.[5] For a concise and accurate view, and one which indicates the main points to be attended to, we may quote Mr. Norris:[6] "We find, as a rule, a "very small amount of professional skill, an inferior set of "school-books, a vast deal of dry uninteresting task work, rules "put into the memory with no explanation of their principles, "no system of examination worthy of the name, a very false "estimate of the relative value of the several kinds of acquirement, a reference to effect rather than to solid worth, a tendency to fill or adorn rather than to strengthen the mind."

[1] Giffard, p. 20: Miss Smith, 15,749: Miss Buss, 11,646: Fitch, p. 298: Bompas, pp. 42, 3: Stanton, pp. 72, 3.

[2] Green, p. 52. p. 248. [3] Giffard, p. 211: Bompas, p. 52: Fitch, p. 296.

[4] Giffard, p. 221: Fitch, p. 299: Bryce, p. 818.

[5] pp. 823–834. [6] *Social Science Assoc. Transact. 1864, p. 405.*

That much of this, as we have before intimated, may be said, still more might have been said some time ago, of boys' education, is plain. The corresponding question arises, whether similar methods of improvement with similar objects in view, should be adopted in the one case as in the other?

State of the question.

The question is two-fold. First, have girls similar (it need not be equal) capacity for intellectual attainments with boys? Secondly, if they have, does it follow that their training should be the same? The state of society, the need of some peculiar culture in their case, may necessitate modifications; and there may be important differences in degree, if there are not in kind.

Capacity similar in the sexes.

On the first question there is weighty evidence to the effect that the essential capacity for learning is the same, or nearly the same, in the two sexes. This is the universal and undoubting belief,—and the unquestioned practice corresponds to it,—throughout the United States; and it is affirmed, both generally and in respect to several of the most crucial subjects, by many of our best authorities.[1] It is impossible to read the account of a really efficient Girls' School, such, for instance, as the Ladies' College at Cheltenham, under Miss Beale,[2] without acknowledging the truth of this to a great extent. Mr. Hammond[3] reports that in mixed schools taught by masters he found no noticeable difference of attainments in the two sexes.

Differences in degree.

But if we go on to consider, with regard at least to the average and the greater number of girls, how far we should apply this view in practice, we may probably come to a conclusion somewhat of the following kind: that there *is* a practical difference to be observed in degree and in time—that the foundation, the main and leading elements of instruction, should be the same in the two cases, and further, that ample facilities and encouragement, and far more than now exist, should be given to women who may be able and willing to prosecute these studies to a higher point; but that the complete assimilation of the education of the sexes, such as prevails in America, should not be attempted.[4]

And in detail.

It must be remembered, in dealing practically with the question, that it is only on the whole, and balancing one quality

[1] Fraser, pp. 192, 3: Bompas, p. 53: Fitch, pp. 288, 289: Giffard, pp. 200, 201. Mr. Fearon, and the teachers he consulted in Scotland, hold that the difference is physical rather than mental, and that as to the mind, it is little more than a greater power of endurance in boys. Report on Scotch Secondary Education, p. 57. See also Miss Jex Blake, Visit to American Schools, pp. 43–46, 89–91, 243.

[2] See Report for 1865: and Miss Beale's Paper read at the Social Science Congress, 1863. Compare Catalogue, &c. of Oberlin College, p. 41.

[3] p. 525.

[4] See Fraser, p. 195; and the remarkable passage from Tocqueville which he quotes, 196 *n*.

against another, that we can speak of the equal intellectual capacity of the sexes. Many differences, such as the tendency to abstract principles in boys contrasted with the greater readiness to lay hold of facts in girls—the greater quickness to acquire in the latter with the greater retentiveness in the former—the greater eagerness of girls to learn—their acuter susceptibility to praise and blame—their lesser inductive faculty—and others, are dwelt on by our witnesses.[1]

The view we have above taken is supported by such statements and opinions as these: that up to the age of 12 girls hold their own in the ordinary subjects of instruction with boys;[2] that their education should be the same up to the point when the professional instruction of boys begins, or up to the age of 16;[3] that it should be similar, but not carried so high.[4]

Cambridge Local Examinations.

But the most interesting experiment on this part of the question, has been made in the extension, on the part of the University of Cambridge, of its system of Local Examinations to girls below the age of 18. The authorities of the University proceeded cautiously in this matter, first giving permission to a voluntarily formed committee (1863) to conduct a Trial Examination of girls with the same papers that had been used for boys, and then, after a very successful result had followed this experiment, themselves admitting (1865) female candidates to their examination of male candidates. The satisfactory and hopeful issue of this extension may be seen in the VIII^th^ Report of the Syndicate[5] (1866); and it is a striking illustration, in addition to two given above,[6] how the inferiority of female education may be owing to the want of due method and stimulus, and to no natural causes, that in arithmetic, noted above as one of its weakest points, and in which at the Trial Examination no fewer than 90 per cent. of the senior candidates had failed, at the first regular examination of the whole number, all but three passed.

Very remarkable further evidence, in corroboration of the above views, is to be found in the report of the same Syndicate for 1867, the whole of which deserves attention. In almost every respect it is more satisfactory as regards the girls than as regards the boys. We quote a few passages.[7] "In "Shakspeare the girls were again successful, and on the whole "more than the boys." "In religious knowledge the work was "in general well done." In the papers on the Horæ Paulinæ, on the Catechism, and on Whately's Evidences, the girls excelled

[1] Rev. F. Maurice, Soc. Sci. Congress, 1865. Miss Porter, 15,137: Dr. Pattison, 17,874: Bompas, p. 54: Rev. E. H. Plumptre, 1596.
[2] Fitch, p. 287.
[3] Rev. E. H. Plumptre, 1598: Miss Smith, 15,724.
[4] Miss Beale, 16,163–5.
[5] pp. 9–12.
[6] p. 5, n. 2.
[7] pp. 10–12.

the boys. "Three seniors attempted Greek, all of whom passed. "Five out of seven seniors, six out of eight juniors, passed in "Latin." In French, 84 out of 88 juniors, 72 out of 74 seniors, passed: and "of the juniors, the girls translate with far greater "spirit than the boys, and are equally superior in handwriting "and spelling." "Twelve seniors and ten juniors took in Ger- "man, six of each division obtained marks of distinction; none "failed. Two seniors and one junior obtained nineteen-twentieths "of the marks. The Examiner was much gratified with the "work sent up." In music, "the Examiner expresses his satis- "faction with the performance of the students."

If it be said that comparatively few girls enter the examination, it may be observed that this is probably in good measure due to another satisfactory circumstance, that they seem better aware of the range of their own powers, than the boys. The Report states[1] that they "are not tempted by the hope of "obtaining a place in the Honour Classes to try a great variety "of subjects. Comparatively few take the full number of "sections allowed." Nothing is reported of them like the strange fact noticed about the examinations of the boys in German,[2] that some students deliberately "took papers who *knew not a single* "*word* of the language."

The characteristic mental difference of the sexes, to which we have adverted, is illustrated in this Report. "The best "boys wrote with vigour and precision, the best girls with "ease and vivacity. The boys were for the most part content to "retail information derived from books, or to describe the pro- "cesses of some branch of manufacture: the girls were eager to "express their own views, and were most successful when they "endeavoured to trace their own intellectual phases, or to depict "the trifling incidents of every day life."

Their subjects.

We can only refer to a few of the witnesses who expressed general approval of this step on the part of the university of Cambridge;[3] but the particular point to which we would here direct attention is that the bold step of admitting girls to the very same examination as boys is clearly justified, on the part of its most enlightened advocates, by the fact that the subjects dealt with are the great fundamental ones of general knowledge. Authorities of great weight, such as the Archbishop of York and Mr. Norris, had objected to the attempt, and proposed a special Board of Examiners for girls; but it was rightly pointed out in reply that such separate ma-

[1] p. 12. [2] p. 10.

[3] Lord Harrowby, 14, 124: Miss Porter, 15,090: Rev. E. H. Plumptre, 1566: Miss Davies, 11,210–14: Miss Buss, 11,470.

chinery might be needed in the higher regions of knowledge, but not in such matters as the Local Examinations dealt with.[1] We refer to the ordinary and indispensable part of the examination; optional subjects are with girls as with boys, in more or in fewer cases suitable to some and not to others.

Emulation.

These examinations further illustrate, by two very judicious provisions, an important difference in practical detail, depending not on the intellectual, but on the physical and moral character of the female sex, which must not be forgotten in dealing with the education of girls compared with that of boys. The candidates are not arranged in order of merit; and the lists are not published. This touches on the general question of Examination, and the application of the principle of Emulation in Girls' Schools, on which we have had abundant and sometimes conflicting evidence.

Less fitted for girls.

A few witnesses, indeed, question this principle as applied to boys as well as girls.[2] But others believe it to be naturally less fitted to bear good fruit in the case of girls, from their more excitable and sensitive constitutions.[3] Yet a preponderating number of authorities have testified that, judiciously applied, the system of Examination, which necessarily involves Emulation more or less, has been found in experience to be entirely harmless; and if it is so, it is needless to say that its effects in stimulating the mind must be powerful in the one sex, as it is in the other.[4] Some, however, even of these have thought it safer, even while resorting to Examinations, to avoid publicity as connected with them;[5] and on the whole we believe that the rule of the University of Cambridge above mentioned indicates two safeguards, by the observance of which all probability of evil consequences will be averted. Let the principle of Emulation be used, but not in its most stimulating form of individual competition, and let the display of public exhibition be avoided. With these precautions, we hope that both generally for women of a suitable age, and for Girls' Schools in particular, a general system of independent Examination, on the same principles as we have recommended for boys, may be established.

[1] Proposed Admission of Girls to the University Local Examinations, pp. 7, 8. Reasons for the Extension of the University Local Examinations to Girls. Report of a Discussion on the same, pp. 18, 19.

[2] Rev. F. Maurice, Soc. Sci. Congress, 1865: Miss Martin, 15,461.

[3] Dr. Howson, Soc. Sci. Trans., 1859, p. 315: Rev. E. H. Plumptre, pp. 1554, 78, 9: Dr. Hodgson, 9008: Giffard, p. 213.

[4] We only refer to some out of the number. Prof. Cassal, 10,753: Miss Davies, 11,255: Miss Buss, 11,509: Miss Porter, 15,140: Miss Beale, 16,132: Rev. G. C. Fussell, 15,997: Miss Smith, 15,793: Hammond, p. 527, 528.

[5] Miss Martin, 15,502, 33: Bompas, p. 56, and Report on Howell's Endowed Girls' School, Llandaff.

University of London.

We may here notice that the Convocation of the University of London referred the question of instituting special examinations for women to the Annual Committee in 1866. The Committee reported in favour of it, and the Convocation passed resolutions declaring that the establishment of such special examinations was desirable. These resolutions were adopted by the Senate, who submitted a case to the Law Officers of the Crown, to ascertain if the University under its present Charter had adequate authority. Their opinion being that the Charter did not give the power, the University petitioned the Crown for a supplemental Charter. We learn that this Charter has recently been granted and accepted, and that the Senate are now prepared to establish special examinations for women. The Examinations of this University, from their simplicity and adaptation to the whole country, have been noticed as peculiarly fitted for the purpose before us.[1]

Inspection.

The kindred system of a regular Inspection of Girls', as of Boys' Schools is advocated, as might be expected, and on precisely the same general grounds, which are indeed as applicable in the one case as in the other. Speaking, indeed, as we are hitherto doing, of Private Schools, we need hardly say that it is not in any sense compulsory Inspection that we would suggest; but that some public recognized authority should offer to all such schools the advantage of Inspection. "Bring the work to the light," says an able and successful mistress;[2] and in practice it is not found, where such Inspection has been actually introduced, that either the students themselves or their parents at all object to it.[3]

Isolation of schoolmistresses.

We shall hereafter advert more at length to the general condition of Mistresses of Girls' Schools, but we may here, as showing the advantage to such schools of regular systems of Examination and Inspection, notice what Mr. Bryce has well pointed out,[4] the few opportunities of social intercourse, and in particular with each other, which those ladies, as compared with schoolmasters, are often found to have.

Health of girls.

We would add, on the special point of the health of women, both in youth and in after-life, that so far from its being true that they are likely to suffer from increased and more systematic intellectual exercise and attainment, the very opposite view is maintained, both as the result of experience and on scientific authority.[5]

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[1] Miss Davies, 11,286, 9, 340: Miss Buss, 11,602: Miss Beale, 16,108.

[2] Miss Beale, 16,088, 9: Stanton, p. 70.

[3] Rev. G. C. Fussell, 15,987: Miss Kyberd, 15,988. These witnesses are conducting a very successful girls' school near Frome. Bryce, p. 836: Stanton, p. 75.

[4] p. 357. Miss Wolstenholme, 16,194.

[5] Miss Beale, 1671, 3, 5. Rev. J. P. Norris, Soc. Sci. Trans. 1864, p. 406. Authorities in Fraser's Mag. Oct. 1866, 515.

Discipline. The general system of conduct and discipline of Girls' Schools, including punishment, appears on the whole, as might perhaps be expected, to present fewer difficulties than in the case of boys. "It is hardly more than personal influence," says Miss Beale;[1] and Mr. Bompas (who, however, doubts the accuracy of the statement) was told that a "gentle remonstrance" was in most cases enough.[2] Mr.[3] Hammond also states that "admonition is "generally sufficient." More specific treatment often seems to be very like that adopted in boys' schools, as impositions, fines, and confinement. From our Returns it would appear that in hardly a single case is corporal punishment known in Girls' Schools. In very many of them it is stated that they have no punishments at all.

Cost. The cost of girls' schooling, both from general statements in the Evidence[4] and from the figures given, does not appear to vary very materially from that of boys in the same class. And we may observe that the habits of English society mark out for us with considerable accuracy, and more so than as to boys, the class with which, as a Commission, we have properly to deal. The wealthiest class, as a rule, do not send their daughters to school. The following figures are taken from those communicated to us:—Boarding-school terms are said to vary from 98*l.* to 32*l.*, or even down to 25*l.*, in the one case extras being reckoned and not in the other. Mr. Bryce reports the more expensive boarding schools in Lancashire to charge from 70*l.* to 112*l.*, the cheaper ones from 31*l.* to 59*l.*[5] The general average he puts at a little over 70*l.*[6] In one case 18*l.* a year was said to cover rent and boarding alone; and in another, rent free, 25*l.* to provide both board and education.[7] Day school education is stated to vary from 3*l.* to 20*l.* or even 22*l.* The following are the actual terms in a well-conducted school, Bedford College School:—For girls under 10, 10 guineas a year; between 10 and 14, 15 guineas; above 14, 18 guineas; in each case without any extras.[8] These large variations are of course according to the subjects taught, and the general character of the school as regards provision for comfort, health, and so forth. On the whole, what difference there is is on the side of more expense in the case of girls, as is indeed stated expressly by several authorities, and reasons given why it must be so, as the higher price of "fancy articles," as accomplishments are called, the small size

[1] 16,150–2. [2] p. 65. Bryce, p. 817: Miss Martin, 15,456–8. [3] p. 492.
[4] Miss Davies, 11,262. [5] pp. 795–801. [6] p. 801.
[7] Miss Wolstenholme, 16,188: Miss Buss, 11,444: Fitch, p. 282, and Appendix VI.: Bompas, p. 43: Miss Porter, 15,053, 264, 7.
[8] Giffard, p. 205: Bryce, pp. 793–801: Fitch, p. 283: Miss Buss, 11,444, 62: Miss Martin, 15,382: Dr. Howson, Soc. Sci. Trans., 1859, p. 311. See also Hammond, with regard to schools in Northumberland and Norfolk, pp. 494–504: Stanton, p. 70: Green, p. 238, 9.

of schools, the greater cost of teachers, who come from a distance only for a short time.[1] Mr. Fitch[2] observes that ladies often take charge of schools without any particular capacity for doing much of the teaching themselves, from which follows the necessity of a larger staff of teachers than in boys' schools.[3]

Buildings.

We have not much evidence about the condition of the buildings used as Girls' Schools, but what we have cannot be called favourable. As might be supposed, the same objection applies to them as in the case of boys, that they are commonly houses not constructed for the purpose, and therefore less healthy and convenient than they would in that case have been.[4] Mr. Fearon[5] pronounces the buildings and premises of almost all the Girls' Schools in the metropolitan district, whether day or boarding, to be unsatisfactory. Mr. Bryce speaks not unfavourably of the Boarding School accommodation in his district.

Day and Boarding Schools.

On the question of Day Schools as compared with Boarding Schools there is some difference of opinion. Simple attendance at Classes (of which we shall speak further hereafter in reference to Female Colleges) is preferred to both by some writers.[6] We give some references to the authorities on both sides.[7] Assuming, as we may fairly do, that the homes of our middle class are commonly favourable to the growth and development of the female character, we are ourselves inclined to the opinion, which also appears somewhat to preponderate in the evidence, that in the case of girls more than in that of boys the combination of school teaching with home influence, such as Day Schools admit of, is the most promising arrangement.

Other defects.

We add a few remarks on some more isolated points, concerning which no very material difference is observable between Girls' and Boys' Schools. In both, short and irregular attendance is complained of;[8] in both, want of preparatory elementary teaching at home, even sometimes up to the age of 16;[9] and in both,

[1] Bryce, p. 803: Bompas, p. 44. [2] p. 284. And see Bompas, p. 47.

[3] We may mention that several witnesses have given us their opinion that on the whole Teachers in Girls' Schools are rather underpaid. Miss Porter, 15,111: Miss Davies, 11,365.

[4] Fitch, p. 302. He found not more than one case in ten where separate beds are provided. Stanton, p. 74. [5] Fearon, p. 388: Bryce, p. 795.

[6] Rev. F. Maurice, Soc. Sci. Congress, 1865. Fraser's Mag., Oct. 1866, p. 520.

[7] For Day Schools, Miss Davies, 11,230: Rev. F. V. Thornton, 15,698: Miss Smith, 15,774: Miss Beale, 16,108: Dr. Pattison, 17,807: Fitch, p. 286. For Boarding Schools, Miss Porter, 15,074: Rev. G. C. Fussell, 15,878: Miss Wolstenholme, 16,207. [8] Bompas, p. 44.

[9] Mr. Richards, 6114: Dr. Hodgson, 19,129: Prof. Liveing, 146: Miss Buss, 11,610: Bryce, pp. 823, 825. Miss Davies speaks of the "unfathomable ignorance" of girls coming to school, with a special exception in favour of Scotch girls, 11,216. It is needless to say that good home governesses for the middle class are not easily found. See Bompas, p. 43. Our practical recommendations will bear upon this point.

thoughtful judges equally recommend the general principle that all the earlier years of education should be devoted to general as distinct from special and professional training.[1]

Mixture of Classes.

On one question, which as regards boys' education has attracted much attention, that of the mixture of different classes of society in the same schools, there seems much more agreement, in the direction unfavourable to such mixture, as to Girls' Schools than as to boys', both from general reasons and observation, and with regard to the feelings of parents. Some who the most strongly advocate it in Boys' Schools are against it in Girls' Schools.[2]

Of sexes.

What in the lower class is called a Mixed School, where boys and girls are taught together, is not often found among the class above them. But, where the numbers are not too large, that mode of education is advocated up to the age of 14 in a very striking manner by an able witness;[3] and it appears to be generally established in America.[4]

Monitors.

Another system, unquestionably successful in all boys' schools where judiciously managed, that by which the elder pupils take a recognized part in the discipline of the establishment, seems from our Reports and Evidence hardly known in Girls' Schools. But it has been introduced with excellent effect by Mr. Fussell and Miss Kyberd in the Chantry School at Frome,[5] and it appears to us highly deserving of consideration.

Smallness of Schools.

A special cause of inferiority in Girls' Schools, that they are commonly too small, has been noticed above. It is not only hat it tends to multiply the number of them unduly, and that t increases the cost; but that, as is well known, small schools re in themselves, as instruments of instruction, commonly inferior o larger ones. We conceive, however, that this is one of the points in which we must always expect shortcomings in girls' education more than in boys'. Our Assistants report that ladies are generally found to shrink from the labour and responsibility of large schools; and that parents have the impression that smaller schools "are conducted like private families," are "more like home," allow of more personal influence, and tend more to the production and confirmation of gentle and feminine characters.[6]

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[1] Fitch, pp. 289, 290.

[2] Sir J. Pakington, 7020: Lord Auckland, 7186: Hon. and Rev. S. Best, 7233: Miss Davies, 11,392, and on the Application of Funds to the Education of Girls, p. 8. Rev. J. G. C. Fussell, 15,881. The experiment was made and given up in a Yorkshire school. Dr. Howson, ubi supra, p. 313. See Green, p. 246.

[3] Rev. F. V. Thornton, 15,614–22, 35: Miss Smith, 15,737. On the other side, see Archdeacon Hamilton, 9723–5, and Report on Great Grimsby Corporation School.

[4] Fairchild, Address at Oberlin College, pp. 37, 40: Miss Jex Blake, Visit to American Schools, pp. 89, 133, 231. Fraser, p. 192.

[5] 15,917, 18.

[6] Bompas, p. 46: Bryce, p. 794: Hammond, p. 481.

Right or wrong, such feelings are probably too natural ever to pass entirely away.

If, now, this review of the condition of Girls' Schools should lead to the conclusion that much that is observable with regard to them is essentially the same as in boys' schools, while, no doubt, there are peculiarities in each which do not belong to the other, we shall perhaps judge not very differently when we look separately at the question of the teachers and managers of Girls' Schools. Condition of Teachers.

On the one hand it is important and encouraging to reflect that women (and it is needless to say that for the most part women must be at the head of Girls' Schools) have great inherent advantages. They may be called nature's own teachers;[1] they are, says one witness,[2] more careful, patient, persevering with young children, for whom, indeed, in both sexes there is a general concurrence of opinion that women are best fitted;[3] they have "endless patience."[4] Advantages.

On the other hand, we cannot doubt that at present, as a class, the female Teachers in Girls' Schools must be pronounced not fully equal to their task.[5] This is due in some degree to causes which in our present condition of society are not likely to be eradicated. Mr. Bryce has pointed out a few of these.[6] Their comparative isolation we have spoken of. Further, "hardly any women take "up teaching as a profession, meaning to stick to it." They consequently leave the profession more frequently, and marriage, which to a schoolmaster not only is no impediment, but rather is an assistance to him in his occupation, almost always causes a schoolmistress to give it up.[7] Inferiority.

But though due allowance must be made for these facts, it seems clear that there are still stronger causes for the defects of lady teachers, which are just the same as in the case of men, and which unquestionably admit of remedial treatment, and that in almost the same way as in the other case. "The two capital "defects of the teachers of girls," says Mr. Bryce,[8] "are these: they "have not themselves been well taught, and they do not know how "to teach. Both these defects are accidental, and may be reme-"died." Mr. Fearon reports that the defects in the teachers "seem principally to arise from want of breadth and accuracy of "scholarship, and from want of knowledge of the art of in- Removable causes.

[1] "Born teachers," Fitch, p. 287; Bryce, p. 822: Howard, Report of Committee of Council on Education, 1867, p. 111: Stokes, *ib.* 508. [2] Mr. Mason, 3333.

[3] Fraser's Mag., Oct. 1866, 524; Miss Smith, 15,768; Dr. Pattison, 17,864; Bompas, p. 48. [4] Miss Beale, 16,156.

[5] Miss Buss, 11,469; Fitch, pp. 284,285; Bryce, p. 819; Giffard, pp. 222, 225; Bompas, p. 40; Stanton, p. 74; Green, p. 239, 41; M. Roche, after Q. 17,891.

[6] pp. 820, 821. [7] Bompas, pp. 40, 41; Fitch, p. 284. [8] p. 821.

"structing a class." Mr. Hammond[1] has "no hesitation in re-
"porting that there are some subjects, those in fact which rest
"on scientific principles, which females at present cannot teach."
More to the same effect will be found in the Evidence, but the
above is a sufficient summary of it.[2]

Normal Schools.

With respect to Special Training Institutions for Mistresses of the class before us, as, notwithstanding the unquestioned success of Normal Schools for male Teachers for the labouring class, we have not been able to recommend them confidently for the middle class, so neither do we for female Teachers. Such institutions are recommended by one witness of much authority.[3] But there is a great weight of evidence on the other side. Mr. Fearon, while pointing out the great superiority of trained schoolmistresses, yet considers that the source of the present defective teaching lies deeper than in the absence of what is technically called training, and that the first remedy is to provide all Englishwomen of the middle-class with "the opportuniy of higher "liberal education." In his Appendix[4] he gives some important documents to show how large a number of governesses are not brought up with any view to such an occupation but driven to it by domestic misfortunes. Special training schools could do very little in such cases; if they have not been previously well educated, there would be little chance of preparing them for such a profession when they were already grown up, and desirous of supporting themselves at once. At Queen's College, again, the special training for teaching is expressly disclaimed: Miss Kyberd would have good inspected schools, and girls trained to teach as part of their education; and Miss Davies thinks special Training Institutions very undesirable, while she would add, for such as desired it, six months' special training to the general course of instruction.[5] In the important project to which we shall further advert hereafter for the establishment of a College for ladies analogous to the Universities, while it is hoped and expected that many of the students will become Teachers, no specific professional training in the art of teaching appears to be intended.

We are not unmindful of the excellent results that have followed the establishment of such Colleges as Whitelands and others, and Mistresses trained in these institutions may no doubt be found fully equal to the work of teaching schools above the elementary. We do not wish, therefore, to prejudice the future discussion of this subject; but for the present we are disposed to adopt the

[1] p. 526. [2] Miss Davies, 11,241; Fitch, p. 287; Bompas, p. 41.
[3] Miss Porter, 15,085, 7. And see Miss Buss, 11,484. [4] xvi.
[5] Rev. E. H. Plumptre, 1534, 5; Miss Kyberd, 15,978, 80; Miss Davies, 11,270. And see Miss Martin, 15,469, 71; Rev. F. V. Thornton, 15,695; Miss Smith, 15,763.

views stated in the last paragraph. According to them the main foundation of improvement in female Teachers is to be laid in the improvement of the schools in which they are themselves educated, and thus becomes a part, and a most important part, of the general question before us.

Examinations for women generally.

We have already mentioned the powerful effect in stimulating Girls' Schools which improved and systematic Examination and Inspection may be expected to have; and we believe that similar benefits may be looked for in the special matter of the formation of a better class of Mistresses, from the application of the very same principle of Examination in the case of young women who have left school. This has been strongly pressed upon our attention. The need of Examination by which the intending Teacher may test and estimate her own powers and her own deficiencies—the standard of attainment furnished by it—the definite credential of the Certificate, which should accompany the successful issue of such Examination, and the particular advantage, if it can be had, of a declaration of competency in the art of teaching—the general stimulus which such a system might be hoped to bring to the whole course of female education in the country—to all these will be found abundant testimony in the materials we have collected.[1] We have mentioned a declaration of competency in teaching; for we are clearly of opinion that a leading part of such examinations should have direct reference to intending Schoolmistresses, and be followed by special certificates for them.

In whose hands.

We have adverted to special safeguards which seem needful in this part of the subject; and beyond these, in a matter so well understood as the method of conducting Examinations, we do no think it needful to go into detail. It is however important to consider in whose hands they should be placed. We conceive that if such a general system of Examination of Boys' Schools and of candidates for the office of Schoolmaster, as we recommend in our Final Chapter, be ever established, there is no reason why it should not include Girls' Schools and candidates for the office of Schoolmistress. But as respects general Examinations for girls who have left school, and do not intend to be teachers, we could not adopt the recommendation of one witness,[2] that a special Board of Examiners for the whole country under public authority be established. For the present at least we would rather look to the extension, by the three Universities, of what has been so well begun by the University of Cambridge, and is about to be set on foot by the University of London. We may

[1] Miss Davies, Evid. 11,244, 82, 344: Miss Buss, 11,529: Rev. F. V. Thornton, 15,694: Miss Beale, 16,134: Rev. G. C. Fussell, 15,990: VIIIth Rep. of Syndicate, p. 12: Rev. J. P. Norris, Soc. Sci. Trans., 1864, p. 407. See important papers bearing on this subject, Fearon, Appendix xv.

[2] Miss Beale, 16,127.

add that the College of Preceptors has for some time examined and given certificates to female as well as to male Teachers; and it is interesting to observe that in English subjects, as also in French, the papers are the same, and the ladies are stated to have acquitted themselves as well as their male competitors.[1]

Registration.

It might probably be convenient, as in the case of Schoolmasters, that a public Registry of Certificated Teachers[2] should be established; but this is a question of detail on which we need not dwell.

Local Boards.

We have divided the Boys' Schools with which we have had to deal into the three classes of Endowed, Proprietary, and Private. Of Proprietary Schools for Girls there are few.[3] With regard to such assistance as may be offered to and accepted by the managers of Private Girls' Schools, in pursuance of any measures that we may recommend, we conceive it may be simply as a part of the system which we have suggested for Boys' Schools. No kind of compulsion can be thought of in the one case any more than in the other. But we are clearly of opinion that the Local Boards under central supervision which we shall hereafter suggest, and which may, we hope, be able to offer to Private Schools advantages, for the sake of which they may be willing to agree to certain conditions, should extend their operations to Girls' Schools. There would no doubt be differences of detail in the system, but into these we need not enter. It is true that in the management of *individual* Girls' Schools it must always be desirable that women should take a part; but we do not suppose that principle should be extended to such administrative machinery as the proposed Local Boards would be.

Endowments.

But the question of Endowments, as bearing on female education, is a peculiar one, and we must dwell on it more at length.

We give a list of the endowed schools for girls from which we have received returns. It is not easy to define the schools which were intended, or which profess, to give secondary education to girls. The teaching of "Latin," or the teaching of "grammar," has been considered to mark the line between the primary and secondary instruction of boys. But there is no subject of instruction, which may be used in the same way to classify girls' schools. It is, therefore, quite possible, that there may be not a few endowed girls' schools, besides those contained in our list, which ought properly to fall within the province of this Commission. But after making all allowance for these and similar possible additions to the list, it is evident that the endowments for the secondary education of girls bear but an infinitesimal proportion to the similar endowments for boys.

[1] Mr. Robson, *Evid.* 51, 54.
[2] *Miss Davies, 11,246.*
[3] *A list (probably incomplete) is given in Appendix VI.*

Endowed Schools for Secondary Instruction of Girls.

Situation.	Description.	Net Income.	Leading Subjects of Instruction.	Boarders.	Day Scholars.	Total Scholars.	Other Particulars.
London.		£					
St. John's Wood	Clergy orphan school.	1,478	French, music; Latin and German for a few.	76	0	76	Maintenance, clothing, and education free.
St. Clement Danes (Houghton Street).	Holborn Estate middle-class girls' school.	100	Elementary and English subjects; French and German for a few.	0	57	57	Fee, 15s. a quarter.
Surrey.							
Streatham Hill	Royal Asylum of St. Anne's.	?	French, music, and English subjects.	2	30	32	For daughters of persons once in superior station in life.
Middlesex.							
Isleworth	Royal Naval School for officers' daughters.	*See margin.*	French, music, drawing, and English subjects. German learnt by 19 girls, Latin by three.	88	0	88	Gross income from endowment 365*l.*, besides large annual subscriptions. Fees, 12*l.* to 40*l.* Latin, German, and drawing are extras.
Bedfordshire.							
Bedford	Girls' school on Harpur's Charity.	436	Elementary and English subjects.	0	491	491	The great majority of the girls are of the same rank as the boys in the National School. *See* vol. viii., p. 694.
Wiltshire.							
Salisbury	Godolphin ladies' school.	406	French, music, drawing.	12	0	12	Maintenance and education free for 12 young orphan gentlewomen.
Dorsetshire.							
Blandford	Milldown school	25	Physiology and economic science, especially English subjects.	0	26	26	Fee, 15*s.* a quarter.
Lincolnshire.							
Alford	Girls' school	32	Elementary school under Government inspection.	—	—	—	Founded for secondary instruction.
Great Grimsby	Corporation school.	*See margin.*	Elementary and English subjects. French for 21 girls.	0	86	86	Maintained from corporation estates.
Northumberland.							
Rothbury	Thomlinson's school.	?	Elementary	0	14	14	—
Westmorland.							
Casterton	Clergymen's daughters' school.	169	French and music; German for a few.	0	91	91	Board and English instruction at 14*l.* a year.
Yorkshire.							
Rishworth	Wheelwright's school.	*See margin.*	English subjects and needlework.	15	—	15	This is a branch of Rishworth Grammar School. Maintenance and education free.
Wales.							
Denbigh	Howell's sch. (under the Drapers' Company).	?	?	55	?	55	25 foundationers at Denbigh and 30 at Llandaff receive board, clothing, and education free.
Llandaff	Howell's sch. (under the Drapers' Company).	?	French and music	60	10	70	25 foundationers at Denbigh and 30 at Llandaff receive board, clothing, and education free.

Besides the above schools, there are endowments for the elementary instruction of girls, of which the richest are the following:—

London.			
(1.) Church Row, Aldgate	Sir John Cass' School.	?	
(2.) St. Giles-without-Cripplegate	Lady Holles' School	1,025*l.*	a year net.
(3.) St. James, Westminster	Burlington School	600*l.*	,,
Norwich	Girls' Hospital School	754*l.*	,,
Plymouth	Dame Hannah Roger's School	845*l.*	,,
Bristol	Red Maids' School	2,850*l.*	,,

Not enjoyed by girls.

It is certainly a singular fact, and one not by any means admitting easy explanation, that, with these few exceptions, no part of the large funds arising from Endowments, and applicable to educational objects for the Upper and Middle Classes, is now or has been for a long time past devoted to so important a purpose as the education of girls and young women.[1] Whether this exclusion prevailed from the first, or when it began, is a question on which little beyond conjecture seems attainable. Miss Davies has treated[2] the subject with considerable research; but though she has adduced some instances from ancient documents which establish the express admission of girls to, others the express exclusion from, Endowed Schools, she admits that, for the most part, Foundation Deeds contain no evidence on the subject. From this she infers that Founders commonly were not supposing that any distinction of sex whatever would be made in the application of their benefactions, and that they would as soon have thought of specifying that a church was intended for both sexes as that a school was. She concludes, that in strict right (though not as practically advisable), one half of the Grammar Schools should be open to girls.

We doubt whether this conclusion can really be maintained. We are disposed to believe that an extended examination of ancient School Deeds rather leads to some such impression as the following.

Character of ancient Endowments.

It seems not to have occurred to any one in those former days that *all* the middle (still less all the lower) class would have to be educated. But that in all classes there were some who deserved it, and would be the better for it, was a fact familiar to every one. When then a man founded a School for his parish or town, he did not think so much of the mass of the children, as of those who were likely to profit by education. He took it for granted that no selection was needed to pick these out; they would pick themselves out. If some came to the School of whom nothing could be made, they would soon find learning so distasteful that they would depart, and so the school would be perpetually weeded.

Hence the frequent expression that the Founder's aim was to raise up "godly ministers for Christ's Church," to main-

[1] Compare also the great Scheme for Middle Class Education in London, known as Mr. Rogers' Scheme, in which no one seems to have thought of including girls' schooling. Mr. Hammond suggests that the explanation is to be found in the fact that many of the earlier Endowments took the place of the Chantry Schools, meant only for boys (p. 472). It also seems probable that such schools were often founded with the predominant idea that boys were to be trained there for the public service of the State.

[2] On the Application of Funds to the Education of Girls, pp. 3–8.

tain "sound scholarship," &c. It was as if now a man wished to found a school for some exceptional accomplishment, such as painting, in any given town; which would not imply the expectation that many would come to such a school, but that if there were any artistic genius in the town, it should not be wasted for want of a place for its due cultivation.

More suited for boys.

And so, inasmuch as men rather than women would be thus marked out for education, and more could turn their education to account in the world, especially in the service of the State, or of the Church, the regulations of the school would rather look to the case of boys than of girls. But in so far as girls could use the system provided, so far they would have come within its scope.

Present object.

According to this, we have now to adapt to the wants of the whole mass schools meant for a class produced as it were by natural selection from the mass. So when we propose to give Free Education by Competitive Examination, we in fact select in that way those who in the Founder's days would have been determined by a sort of process of nature.

Practical expediency.

But the question thus presented seems to have little but an antiquarian interest. With our present convictions about the importance of Female Education, and with our unwillingness to adhere too rigidly to the literal expressions of Founders without allowing for the force of altered circumstances, we conceive that, even were the bearing of the old Deeds far more manifest than it is, the exclusion of girls from the benefit of Educational Endowments would be in the highest degree inexpedient and unjust; and we cannot believe that in any comprehensive adjustment of these great questions, it will be defended or maintained.

Concurrence of view.

Nor is there any difference of opinion on the point among our witnesses. Some may advocate one mode of admitting girls to the benefits of Endowments, some another; some may dwell more on their belief that girls have an absolute, or, at least, a strong moral title to such admission, others more on the utility of their being so admitted; but on the general issue the testimony may be called unanimous, and Mr. Fearon[1] sums it up, not too strongly, in saying that "appropriation of almost all the educational endowments of the country to the education of boys is "felt by a large and increasing number, both of men and "women, to be a cruel injustice."

Appropriation of Funds.

In the particular case of Christ's Hospital we have found, from the magnitude of the funds and the obvious circumstances

[1] Fearon, p. 412: Dr. Hodgson, 9129: Miss Davies, 11,235, 67–8: Ld. Fortescue, 12,003: Miss Buss, 11,490: Rev. J. G. C. Fussell, 15,983: Miss Wolstenholme, 16,228–30: Dr. Pattison, 17,830: Sir W. P. Wood, 12,894: Mr. Fearon, 13,421: Lord Romilly, 13,481. Compare Green, p. 242.

of the case, no difficulty in suggesting the appropriation of a part of the Endowment to a definite object in female education; but generally we prefer leaving such appropriation, subject to all the observations which we have offered applicable to the whole subject, to the administration of the new authorities of which we have advised the constitution.

General principle.

We consider that in any enactment or constitution that may be brought into operation on this question, the principle of the full participation of girls in Endowments should be broadly laid down.

Proportion of girls to be taught in schools.

But though the practical application of this principle may not require to be specified, nor admit of it, in any such general way, we have no doubt that in fact a materially smaller part of the Educational Endowments of the country will have to be given to Female Education than to Male. The proportion, however, may vary. The rule itself depends on some obvious considerations. As we before noticed, the wealthiest class very generally do not send their daughters to school; even in the middle class many more girls are wholly kept and educated at home than boys, and of those who do go to school the school education is brought to a close at the age of 16 or 17 in far more cases than with the male sex.

Colleges.

This brings us to a subject of great interest, but on which we are not about to dwell at any length, as it is a little beyond our proper province, though immediately connected with it,—we mean the subject of Colleges for young women to carry on their studies, after school, into higher regions, when able and desirous to do so. We need not say that we are not referring to what are popularly known as "finishing schools," of which we hear no good account. According to one of our Assistant Commissioners, they are simply schools more expensive than others, and in no way better.[1]

Still to be created.

The interest belonging to such Colleges, in the real sense of the word, is mainly prospective, for they can hardly be said to exist now. Mr. Bryce[2] speaks of them as Institutions much wanted. Mr. Fearon agrees with Mr. Bryce. Queen's College Harley Street, we believe to be an admirable Institution, and to some extent it answers the description we have given; but on the whole it seems to be rather a School than a College. Thirteen is the "starting point" of age; 14 or 15 is the average age of entrance; four years is the full course; but the girls mostly remain three years.[3] Bedford Square College, as distinct from the College School, comes nearer to the mark.[4] We may

[1] Bryce, p. 825.: Fitch, p. 300.
[2] Bryce, p. 837: Fearon, p. 413.
[3] Rev. E. H. Plumptre, 1532, 43.
[4] Miss Smith, 15,077–15,855.

also refer to the interesting attempt, of which, however, the experience is still recent, made by Mr. Pattison and others at Oxford, to establish a system of Class Teaching and Lectures, expressly for girls of 17 and upwards, and for the time between their leaving school and settling in life.[1] This may be a model for similar undertakings elsewhere, and it aims at just the object we have described.

We have, indeed, received an interesting communication from Miss Anne J. Clough,[2] in which, besides some valuable suggestions on the general subject, she recommends, as an adjunct to Girls' Schools, a system much resembling that of Mr. Pattison. It is, that in large towns, and chiefly for the use of the elder pupils in Girls' Schools, Central Schools shall be formed, with Lecture Halls and Libraries; and that in these institutions collective instruction should be given in certain subjects, such as history, geography, and drawing. Lectures also, to the number of 20 or 25 in a quarter, would be given by Professors, partaking of the character of class-teaching, as some preparation should be required of the students beforehand, and their proficiency tested from time to time. Miss Clough attaches importance to such professors being appointed by Government, as in the case of Inspectors. We believe that since the date of this communication the system has actually been set on foot at Liverpool, and is making satisfactory progress.

Still, on the whole, with reference to this part of the question, the able persons engaged in the task of improving and raising the condition of English Female Education, while approving of such institutions as the Colleges we have mentioned, and wishing to see them multiplied,[3] appear to consider the supply of Collegiate Institutions in the full sense as still remaining to be furnished. And they have recently promulgated a proposal (to which we have already alluded) for the establishment of a new College, "designed to hold, in relation to Girls' Schools "and home teaching, a position analogous to that occupied by "the Universities towards the public schools for boys." **Proposed new College.**

The document embodying this proposal, which we received accompanied by a Memorial in favour of its general object, with numerous and weighty signatures, we print in another volume.[4]

We have little to do but to express our cordial approval of the object aimed at in this proposal. The extent, indeed, of the present effective demand for, and need of, such Institutions, cannot be accurately estimated, and must in fact remain to be ascertained by experiment. Nor do we think that the data are **Demand for it.**

[1] Rev. Dr. Pattison, 17,797–17,891.
[2] Vol. ii., p. 82–85. See Fearon, p. 413.
[3] 11,370–2.
[4] Vol. ii., p. 194–197.

sufficient to justify us in pronouncing with confidence on the chances of success in this or in any particular instance. But in our actual state of society it cannot be denied that there is some want of "motive power" to stimulate intellectual exertion on the part of girls.[1] There is, however, much that will more and more tend to rectify this state of things. It is connected with the subject, so much discussed of late, of new openings in life for women in branches of employment not hitherto pursued by them. On this subject, too, not much can yet be said with confidence. Even in America it cannot be said to have made much progress;[2] and in this country it is spoken of[3] as still uncertain, tentative, and prospective.

Openings in life.

We have said that we think there is exaggeration in the statements of the defects in the mental and social condition of women in after life, on which to so great an extent the demand for these measures is founded. But this constitutes only a difference of degree; and the fact alone that ladies of so much ability and observation as those with whom we have communicated, have applied themselves to providing in these ways enlarged resources for occupation of time by their own sex, and that whether as heads of families or as remaining unmarried, is a strong argument for encouragement to be given to Colleges in any suitable manner by the Crown and by Parliament.

In this, as in other parts of the educational question, a main obstacle to improvement will be found in what we have already mentioned, the apathy and want of co-operation, often the active opposition, of too many of the parents. Here, as elsewhere, we hear that they look chiefly for immediate pecuniary results; that they will not pay for good teaching when they might have it; that they oppose what is not showy and attractive; that they are themselves the cause of deterioration in competent Teachers; that their own want of cultivation hinders it in their children.[4]

Apathy and opposition of parents.

The gradual improvement of society will tend to diminish these obstructions; and we see no reason to doubt, that in this most important part of the education of the Middle Class progress may be hoped for, fairly corresponding to that which we anticipate in the training and instruction of the male sex.

Prospect of improvement.

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[1] Bompas, p. 54: Bryce, p. 834.

[2] Fraser, p. 195. [3] Miss Davies, 11,414: Miss King, 16,017.

[4] Miss Buss, 11,572, 7, 8: Miss Smith, 15,757: Miss Wolstenholme, 16,209–18: Stanton, p. 71: Hammond, pp. 475–482: Green, p. 249–251.

The mistress of an Endowed School states, in our Returns, that she never heard a wish expressed by a parent for any branch of instruction to be taught except music.

CHAPTER VII.

Recommendations.

SECTION I.

MEASURES RECOMMENDED FOR THE IMPROVEMENT OF ENDOWED SCHOOLS.

Preliminary Observations.

Improvement should begin with the endowed schools.

IT is obvious that any large improvement in education ought to begin with making the best use of the endowments for that purpose. The endowments are in some sense public property, and the State accordingly has a right to control them in the interest of the public. Until they are put to the best use it would be a waste to give public money, or to encourage the expenditure of private money on what they were intended to do. This revision will, however, be a difficult task, and will require that guiding principles should be prescribed with care and foresight, and that the application of those principles should be entrusted to a skilful and vigorous administration.

Charity Commission has done much,

The Charity Commission has already done very useful work, and in some respects has well deserved the praise given to it by Mr. Lowe, who speaks of it as deserving the name of a "judicial discovery." It has won its way quietly and persistently in spite of much prejudice and much opposition, till it has conciliated the good opinion of the public, and its operations may well be made the starting point for further improvement.

but has not the means of doing enough.

But the Charity Commission, has not at present either the powers, or the officers, or the comprehensive view which are all needed for the work that is now required. Dealing only with separate endowments and under serious restraints, it is compelled to be slow, and before it could remodel all the schools, it would be time to commence the work afresh. Its inspectors have not been selected for their knowledge of education, and cannot therefore always give either the best advice or the best information about the schools to which they are sent. And till now no attempt has been made to look at all these schools together, and to lay down any clear general principles for their reorganization. They have been remodelled one by one without much reference to each other, and with no sufficient security

for the maintenance of their future utility. This, indeed, was inevitable; for the Charity Commission had no means of surveying the education given in England as a whole, or of inferring from such a survey the principles by which improvements should be guided.

The regulations governing the endowed schools should be remodelled.

The beginning of all improvement is to be found in remodelling the regulations by which the schools are now governed. Some of these regulations were originally prescribed by the founders; some have been introduced by the Courts of Law; some are the mere growth of time, customs sanctioned by usage but without original authority. But they all require thorough revision, and even the specific directions of the founders in many cases cannot be obeyed, unless their chief purpose is to be sacrificed to the mere details, by which in their day that purpose was most fitly worked out. The necessity for this revision, even of the regulations made by the founders, becomes still more apparent, when we consider that the endowed schools, unless they are compelled to do good work, will do positive mischief by standing in the way of better institutions. It is often impossible to set up a school in the face of a foundation already existing. The foundation, even if doing very little, yet has such an advantage in any competition from the possession of its endowment, that it often kills a school that might otherwise be made better than itself. And besides this, the perpetual possibility, that the foundation may be remodelled and may then become an overpowering competitor, often prevents a rival school from being established at all. It is not too much to say that unless the endowed schools can be put to good use, it would be better to get rid of them altogether. On the other hand the endowed schools, if efficient, possess advantages of their own which it would be a mistake to throw away. They are permanent, and, though they may fall into a low condition, always supply a ready starting point for improvements, as soon as people can be found to undertake improvements. And this permanence gives them a special dignity, and makes boys proud to belong to them, a valuable aid to the best kind of education.

Regard should be paid to the spirit of founders' wills.

It is highly expedient, no doubt, in revising these foundations, to avoid all needless interference with the wills of the dead. But it is carrying this caution to an absurd length if we insist upon details which are doing mischief instead of good, and which are even thwarting the main design of the founders themselves.

But a careful examination will show that the founders' wills have been already so far departed from that, while it is generally impossible to go back, it is equally impossible to consider the present arrangements as having the sanction of the original

source. There are very few schools, indeed, in the statutes of which large alterations have not already been made. Mr. Fearon, who carefully examined into this point, could not find one single school in his district "which is exactly what the founder "meant it to be." These alterations have sometimes arisen from mere neglect, and sometimes been made by the Court of Chancery. But they have been so large and so numerous, that to allow them to stand and refuse to change any further, really means that we are to pay respect to changes introduced by chance or carelessness, or at best on very imperfect information, but to refuse to introduce those which a general and systematic survey of the facts shows to be really needed.

Their intention was to promote education.

It is safe to assume that the main object of those who founded the endowed schools was to promote education. Of course this is implied in the very fact of their having founded schools; but the result of attentive perusal of a large number of the wills and statutes is to give an emphasis to this inference which it might not otherwise, perhaps, have had. It appears, for instance, to be clear, that it did not form a part of the founders' intentions to benefit the places where the schools were placed by bringing fresh inhabitants to reside there, nor yet again, by relieving the parents of the burden of educating their children. These indirect results they may in some cases have foreseen, but we never meet with any indications to show that they were not only foreseen but desired. Even when a founder desires that the education in his school should be gratuitous, his language implies that he does so, not that parents may not pay what they would otherwise have had to pay, but that children may learn who would not otherwise have learnt. And this distinction is of great importance. For regulations which are demonstrably detrimental to education are often defended on the ground that, though they do not confer the benefit of education, they do indirectly confer other benefits of great value on the whole neighbourhood, and on certain classes in the neighbourhood, where they stand. But this argument, whatever may be its value otherwise, cannot be based on the wishes of the founders. For it appears that such results did not enter into their calculations, and that if they had had before them the evidence which has now accumulated, to prove that any of their regulations interfered with, instead of promoting, education, those regulations would never have been made. Every form of language is used to express the high value which the founders attached to education in its fullest and highest sense. Some lay stress on religious

instruction; some on moral training; some on the promotion of the liberal studies; some on the formation of useful citizens. But there occur no such words as imply a desire to spare parents a burden, or to make the neighbourhoods a pleasant residence, or to improve the trade there. If we had but one or two wills to examine, it might, of course, be said that a founder would be very likely not to mention what he could take for wanted. But it is highly improbable that if such views were entertained there should not be here and there indications of their presence.

And to give openings to poor boys of exceptional ability.

Next to the promotion of education a very large number of founders, though certainly not all, appear to have desired to give to those children of poor parents who were fitted for it by nature, opportunities of obtaining a higher cultivation than would otherwise be within their reach. The most natural and simple mode of doing this was to order that either all or a specified number or a certain proportion of the scholars should be instructed gratuitously. It is in this respect, perhaps, more than in any other, that the mere lapse of time has entirely altered the working of the original regulations in all the earlier schools. For at the time when most of the grammar schools were founded, there was by no means a universal desire for education, still less for that education which these schools were intended to give, the education of a scholar. The founders often show that they by no means anticipate that every child within reach will come to school; on the contrary, in some cases,[1] when it has been ordered that some small number, four or five shall be admitted from a town or parish, a provision is made for the contingency that there will not be so many fit to come. In fact, not many were fit for such an education, and if a school were established in a country town, a very large number of the children might attend it for a short time, but very few would remain longer than enough to show, whether their natural turn for study made it worth while to carry their schooling far. Those who remained on and took up the master's attention were the children with peculiar natural aptitude; the rest were speedily removed to commence their various occupations. Thus, as we had occasion to remark in the chapter on girls' schools, a natural process of selection was perpetually going on, by which the true objects of the founder's bounty were picked out from the rest, and enabled to pursue their studies further. No such selection can be expected now. A school in which the instruction is gratuitous is

[1] e.g. New Alresford.

liable to be filled not with those poor children who would be really the better for it, but by all indiscriminately, and more largely by the children of parents whose first object is to save the payment of fees, than by the children of parents whose first object is to procure the best education. The result has been already described. The school is first lowered in character and then a demand is made to lower the standard of instruction. The true aim of the founder is doubly defeated. The school neither gives a high kind of education nor supplies openings for poor children of exceptional talents. In all but a few special instances schools which give gratuitous instruction fail to give such an education as will enable a poor boy of quick parts to develop and cultivate his powers. And if these schools are to confer the precise benefit which their founders intended some other process of selection must now be substituted for that which then acted spontaneously.

Such an intention not now fulfilled by giving gratuitous instruction indiscriminately.

These aims of the founders, rightly understood, are as applicable to the present time as to the past, and ought to be borne in mind in all proposals for re-organization. But all the more is it evidently a mistake to insist on details which were once quite consistent with these aims, but are now proved to thwart them. It is certain that the founders would be the first to revoke ordinances, which were intended for the accomplishment of their design, but are now found to be the destruction of it. They would be the first to repudiate the unreasonable sacrifice of ends to means. Their rules should be remodelled to suit their purpose. Special constitutions of governing bodies ought not to be retained if they plainly fail to secure good management. A narrow curriculum of instruction ought to be enlarged, if enlargement is demanded in the interests of liberal education. Gratuitous instruction ought not to be given indiscriminately, where it is found to damage the very children whom it was meant to benefit. All regulations ought to be revised which experience has shown to be mischievous.

True aims of the founders to be borne in mind.

Fears are sometimes expressed that interference with the wills of founders, even for the purpose of making their bequests more efficient in the accomplishment of their main purpose, would have the effect of stopping all similar benevolence for the future. In these fears we cannot participate. Hardly anything, as we believe, would be more likely to prevent a man from founding a school at the present day than the spectacle presented by many of those founded three centuries ago. Neither representing what their founders meant them to be then, nor fulfilling any useful purpose now, they would seem to stand as warnings of the fate which must befall foundations that are not wisely adapted to the change

Unreforme foundations a discouragement to charity.

of times. If they should be reorganized, and made widely useful, they would soon begin to reflect honour on the names of their founders, and would be a pledge to every man, who felt the desire to leave behind him a similar foundation, that posterity would really gain by his benevolence, and that even if his directions were disobeyed as regards details, his name would be remembered with gratitude through many generations. We believe that benevolence of this kind is much more likely to be stimulated by seeing past benefactions visibly doing great good, than by seeing a minute observance of obsolete directions. The way to induce men to desire to found new schools is to make the old schools thoroughly successful.

Heads of recommended regulations.

It will be convenient to arrange the recommendations which we have to make for this purpose under the following heads:—

1. The course of study.
2. The purposes to which the endowments should be applied.
3. The regulation of expenses.
4. The supply of well qualified masters.
5. Management of schools.
6. Inspection and examination.
7. Wasted endowments.

1. *Course of Study.*

Course of study should be adapted to the needs of the country.

The first requisite is to adapt the schools to the work which is now required of them, by prescribing such a course of study as is demanded by the needs of the country. Many causes contribute to make the schools almost always less useful than they might be, often quite useless, sometimes mischievous. Among these causes we must reckon one of the main to be that they do not teach what is wanted. They need to have their work precisely defined, and then to be kept to that work. Their work is defined by their course of study.

The course of study is most conveniently considered by taking separately—

1. The secular instruction.
2. The religious instruction.

Course of secular instruction at present too narrow.

1. The secular instruction prescribed by the founders is, in most cases, too narrow for the needs of the present day, and the tendency of the operation of the courts of law was for a long time to narrow it still further. In the grammar schools, instruction in Latin and Greek, or at least in Latin, is very frequently ordered, and the courts have held that where it is not expressly ordered the word grammar must be presumed to imply it. It

was the best instruction of the time, the only instruction which could then be considered worth having for its own sake; and by ordering it the founders have plainly indicated what kind of education they meant to give. Their purpose was to produce cultivated men. Latin and Greek were no more a direct preparation for the shop or the farm at that time than they are now. Then, just as now, the purpose of a liberal education was to enlarge the range of ideas, to elevate the thoughts, to make men more truly human, better subjects, and better Christians. And the founders chose the best means that could then be found for that purpose. But they cannot have intended to adhere to the means, if the result were to empty the schools, and so to defeat the purpose itself. And this result has followed in a vast number of instances. The country is, in some places, thickly dotted with grammar schools, which have fallen into decay because they give undue prominence to what no parents within their reach desire their children to learn.

Course should be remodelled.

There can be no doubt that it is quite possible without losing sight of the main end for which the grammar schools were founded to adapt them to the needs of the time; and since the passing of the Grammar Schools Act the Court of Chancery, and afterwards the Charity Commission also, in drawing up new schemes have always taken the opportunity to enlarge the instruction and include other subjects besides the classics. But these new schemes seem to fail in two particulars. They are often needlessly minute, fixing details which should be left to the discretion of the Schoolmasters or Governors, and often prescribing much more than can be efficiently taught. But, what is of more importance, in consequence of the Grammar Schools Act, little or no attempt has been allowed to be made to adapt the rules to the place where the school stands, or to make the various schools in a district work in any sort of harmony with each other.

In accordance with our first chapter.

What is needed is to organize the schools in the manner described in our first chapter. At present each school is taking a line of its own, with little reference to the real needs of the place in which the school stands, with no reference whatever to the other schools in the neighbourhood. And while the work is so aimless it is useless to expect that it will be good.

Three grades of schools wanted.

We have defined in the same chapter the three kinds of schools which appear to be needed in this country. We need schools of the first grade, which propose to continue school work to the age of 18 or 19; schools of the second grade, which suppose it to stop about 16; and schools of the third grade, which suppose it to stop

about 14. This difference in the ages at which the instruction in school is to stop makes a difference in the whole plan and character of that instruction. If the school life is to continue long it is worth while to teach subjects which otherwise it would be useless to attempt, and not only so, but the order in which subjects will be taught will be different. In a school of the first grade Greek may be taught as well as Latin; in a school of the second grade it is useless to teach Greek as part of the regular course at all. Again in a school of the second grade it will be often possible to teach two modern languages besides Latin, and to make Latin an important subject; in a school of the third grade it would hardly be wise to attempt more than one modern language in addition to the elements of Latin, nor to carry Latin beyond the elements. But that is not the only difference. The boy in the third grade school may work at French and the elements of Latin till he is 14; but the boy in the second grade school, if he is to learn German also, will probably not wait till he is 14 to begin it; nor again will the boy in the first grade school wait till he is 16 to begin Greek. A boy of 14 will be doing very different work accordingly as he is in a school of one or other of the three grades. For this reason it is not desirable to attempt to combine the work of all three in one school, nor to treat the work of schools of the lower grades as a fragment of the work of schools of higher grades. Three different kinds of work require three different kinds of school. Each kind of school should have its own proper aim set before it, and should be put under such rules as will compel it to keep to that aim.

At present only one programme for all.

At present, on the contrary, the grammar schools as a general rule profess to be classical. There is much difference in the work which they do; but there is no such difference in what they profess to do. Almost all have the programme which presumes the school to be one of the first grade, not because they have chosen this, but because they aim at teaching classics, and where they fail they often fail only because their scholars do not wish to learn classics.

Schools should not all be classical.

Now, the mere fact that the endowed schools are so ill attended is enough to prove that they are not all required for the purpose of classical education; and the inference seems to be plain that the wisest use to be made of them is to distribute the work to be done amongst them, keeping some for classical schools, and assigning to others the other grades. Lord Harrowby[1] precisely defined the need by saying,—"I should like to club the

[1] 14,060.

" grammar schools with some relation to locality, and I should " like to say, you shall be a good lower middle-class school; " you shall be a middle middle-class school; and you shall be a " higher middle-class school, that which is now called a grammar " school." The Bishop of Lincoln[1] not only urged the same mode of dealing with the schools, but gave a plan for the co-organization of the schools in his own diocese. Professor Rogers[2] and Canon Blakesley[3] expressed opinions to the same effect.

Schools should be remodelled on a system.

It will hardly be possible to do this well without breaking up the country into manageable divisions, and treating each division by itself. The needs of the different parts of England are so different that a uniform re-organization of all the schools of the country is hardly possible, nor, if possible, does it seem to be expedient. In assigning to the different schools their different tasks—the character of the population—the chief occupations, agricultural, mining, manufacturing, or commercial—the kind of education to which the people have been already accustomed—the teaching that seems to be most in demand—all these considerations, as it seems to us, should be allowed to have their proper weight. Moreover, within certain limits the schools in a district may be considered as supplementing each other's work; but, except in the case of schools of the first rank, which cannot be very numerous, the existence of good schools in Yorkshire in no sense secures a provision for education in Cornwall. Parts of the country separated from each other by such a distance as this cannot be well brought into relation with each other in the matter of education, and what is done in one part makes little difference to the other.

Country should be subdivided for the purpose.

The division of England into counties seems to offer the most natural basis for such a purpose as we are now describing. In many important respects each county is a whole by itself, and has a political and social life of its own, a great advantage in the management of all matters that require co-operation. We are of opinion, that, in all arrangements relating to education, it will be expedient to provide, that it shall be possible eventually to allow each county, subject still to superior authority, to have the control of its own schools. But, for reasons which we shall state more fully hereafter, we do not think it possible to take the division into counties as our basis at first starting. We propose to take, as the most convenient districts to begin with, the eleven divisions made by the Registrar-General for the purposes

Counties the best ultimate divisions.

Registrar-General's divisions taken for the present.

[1] Answers to Circular, vol. ii. p. 35. [2] Ibid. p. 71. [3] Ibid. p. 14.

of the census. These divisions are large enough each to contain a considerable number of endowed schools, and thus in some degree to meet the difficulty presented by the very unequal distribution of these schools over the country; yet no one of them is too large to be treated as one whole. The south-western division, for instance, contains the five counties of Cornwall, Devon, Somerset, Dorset, and Wilts; the population is nearly two millions; the number of endowed grammar schools in the division on which our Assistant Commissioners have reported is 65; these 65 schools may very well be made to work in concert, and to supply each others deficiencies. It is true that these 66 schools will not be enough to give education to all the population in these counties above the class of manual labourers; but that may be said of every other part of England as well. Much may have to be done to make our educational provision complete besides the redistribution of the work of the schools; but for the purposes of that redistribution this south-western division appears to cover an area which may fairly be considered as not too large for community of interests. The same may be said of each of the other divisions also.

The schools in each division should be assigned to the three grades.

In each of these eleven divisions a certain number of schools should be assigned to the first grade, a certain number to the second, and the remainder to the third; how many will be required of each kind must depend very much on local considerations. On the whole it is probable that not less than four boarding schools of the first grade will be required for every million of the population. If for every thousand people there should be one boy that ought to receive an education of this sort, each of these schools would have about 250 scholars. The schools might possibly begin with a smaller number than 250, and might afterwards rise to a larger. But if hereafter the demand appeared to be greater than this number of schools could meet, facilities might be given for the establishment of more such schools. The rapidity with which schools of this sort have been founded lately, (for instance, Haileybury, Clifton, and Malvern within the last ten years,) is enough to show that a demand for more of them would be very readily met.

Number of schools of the first grade reqnired.

In selecting the schools which should be made schools of the first grade it is obvious that several circumstances ought to be taken into account; the most important of these would seem to be convenience of situation and excellence of buildings, or of site for buildings—the presence of a large number of scholars already—proved reputation—the possession of exhibitions to the Universities—and lastly, an endowment adequate to diminish

the expense to boys of ability selected from other schools. The last would seem to be the most important consideration, for we have already pointed out in the second chapter that it is for schools of the first grade that endowments are most wanted, since otherwise these schools which are compelled to pay most highly for teaching would be quite out of reach of the poorer boys, however well fitted such boys may have proved themselves to be for the highest education.

To these boarding schools would have to be added day schools, or day and boarding schools combined in one, of the same grade, for towns with a population above 20,000. A larger proportion than one per thousand of the population might be expected to attend schools of this grade from large towns, inasmuch as the charge for day school education is so much less than that for education in a boarding school.

Most schools of the first grade would prepare for the universities, and would therefore make the classics the staple of their teaching; but among them it would seem expedient, provided the district appeared to desire it, that some should be semi-classical, and replace the study of Greek by more instruction in modern languages, in mathematics, or in natural science. There are boys whom their parents wish to keep at school till 18 or past, but who are not intended for the University, and who need more of these three last-named subjects than a classical school can easily give. For such boys all the lately founded schools have provided modern departments; but in all probability it would be still better that such boys should be taught in schools devoted to this object. The modern departments, as is well remarked by Mr. Bradley,[1] do not give fair play to education of this kind.

Some should be classical, some semi-classical.

Lord Fortescue [2] and Mr. Brereton[3] strongly urged the expediency of county colleges for youths between 16 and 18, with a freer discipline and more directly professional instruction than schools are wont to give. We are not prepared to say that there is such a demand for such colleges as would justify us in recommending them. But if there should hereafter appear to be reason to found colleges of this sort, it is evident that they would take the place, and might be founded instead, of schools of the first grade.

There will not probably be nearly so great a demand for boarding schools of the second grade as for day schools. Experience seems to indicate that, at any rate at first, these schools

Number of schools of the second grade required.

[1] Letter appended to Evidence, Q. 4170. [2] 11,964. [3] 10,271–10,342.

should not be quite so large as those of the first grade. Supposing it to be necessary to provide boarding schools of this grade for one in a thousand of the population, and each school to have 100 scholars, it would follow that there ought to be a boarding school of this grade for every 100,000 inhabitants. In selecting schools for this purpose the chief consideration would be a good site and buildings, or the means of erecting buildings. But besides the boarding schools it would seem that every town of a larger population than 5,000 would want a day school, or a day and boarding school combined, of this grade; and whenever an endowed school was planted near such a town this would be one of the uses to which it might conveniently be put.

Every town should have a school of the third grade.

Lastly, every town should have, if possible, a day school of the third grade, and to this purpose most of the remaining schools should be appropriated.

The endowment of some schools should be turned into exhibitions.

There would still remain, however, some schools neither possessing buildings to receive boarders, nor funds to erect any; nor again situated in places where day scholars would be likely to attend them. It seems useless in such a case to maintain a school where it can no longer do any good. What should be done with it depends upon circumstances. It might rightly be transferred to the nearest town if that town had no endowment of its own; or again it might, as recommended by more than one of our witnesses, be converted into exhibitions open to competition within a defined area round the place to which it belonged; or, lastly, it might with great advantage be attached as an upper department to some elementary school. We have already, in the second chapter, examined the question, whether it is allowable that schools intended for secondary education should be devoted, as some of them appear to be at present, to the purposes of preparatory education. A preparatory school of the third grade is no more than an elementary school, and cannot, therefore, be considered as fulfilling the purpose of a foundation intended for secondary education. A preparatory school of the higher grades is no doubt in some degree a secondary school, but from the nature of the case it practically excludes the poorer parents by offering, not an education suited to their needs, but a fragment of an education which they cannot finish. In neither case can a grammar school endowment be rightly used for a preparatory school. There is not the same objection to the use of the buildings for a school which contains both a preparatory and an upper division, provided the buildings only, and not the income, be employed in this way, for if the boys in the preparatory division pay the full fee, they add to, and do not diminish,

the resources of the school, and their presence is a benefit to the rest; but if the income is devoted to paying their fees, the justification of their presence in the school is gone.

The determination of the grade will require a Provincial Authority.

It is obvious that the duty of fixing the grade of the schools of a whole district cannot be intrusted to the Governors of the schools themselves. Their position would naturally lead them to look too exclusively to the supposed interest of their separate schools, whereas the interests of the district as a whole ought to be taken as the guide. Some Provincial Authority, such as we shall hereafter suggest, should be charged with the duty of determining in what grade each school is to stand.

How the grade should be fixed.

To fix the grade it is necessary in the first instance to determine the age at which the boys should be required to leave school; but besides this, that all the regulations of the school may be in harmony, it is requisite to control, secondly, the fees to be paid; thirdly, the subjects to be taught. The Provincial Authority would fix the first absolutely, and would lay down certain limits for the second and third. The fixing of the age would be the most certain means of defining the work which the school had to do, and keeping it to that work. The tendency of successful schools is always to make their success a stepping stone in the social scale, and unless prevented by stringent rules a good school of a lower kind insensibly steps from its proper work, and usurps the place of a school of a different sort. The only check to this is to require the scholars to leave school as soon as they have reached the age at which the school course is intended to close. This check would therefore be imposed by the provincial authority. But the fees and the subjects also must be in some degree under the control of the same authority.[1] Thus a school of the third grade should not be allowed to charge a fee above 4*l.* 4*s.*, which would put it out of the reach of the class for which it was intended, nor below 2*l.* 2*s.*, less than which would not pay for the kind of education required. In the same way the fees of second grade day schools might vary from 6*l.* 6*s.* to 12*l.* 12*s.*; and of second grade boarding schools from 25*l.* to 40*l.* Lastly, the fees of first grade day schools might vary from 12*l.* 12*s.* to 26*l.* 5*s.*; and of first grade boarding schools from 60*l.* to 120*l.*

Age should be fixed absolutely.

Limits fixed for the fees.

There is not the same reason for fixing the maximum fees in schools of the first grade, as in schools of the second and third. If the fees are too high in a thoroughly efficient school of the second grade, the result is very likely to be that it will exclude

[1] See Chapter II., pp. 161–167; and Appendix III.

the scholars for whose benefit it is chiefly intended, but nevertheless be filled with the children of wealthier parents. A school of the first grade on the contrary is prevented from raising its fees beyond a certain point by the fact, that if it drives away its scholars on this account it may fail altogether to find a still wealthier class to take their places. And for this reason something may be said for leaving schools of this grade to raise their fees as high as the market will bear. It must be borne in mind, however, that these schools ought to give openings by means of exhibitions to boys of merit, whose parents cannot afford the fees, and it becomes exceedingly difficult to provide these exhibitions, if the fees are extremely high. If, however, the governors would meet this requirement, and admit one scholar in forty absolutely free, and one in twenty at half fees, selecting these scholars by open competition, they might then be allowed to fix their fees at whatever point they thought best.

Limits fixed for the subjects of instruction.

Lastly, the subjects of the instruction would practically be limited by the age at which the boys were required to leave. But the Provincial Authority should exercise some control over this matter to prevent a school of lower grade from either becoming a mere preparatory school for a school of the first grade, or sinking down to the level of elementary education.

Within limits Governors should fix fees and subjects.

But subject to these limitations it should be the province of the Governors of each separate school to fix the scale of fees, and to determine the subjects to be taught. It should rest with them, for instance, whether in a school of the third grade French or Latin should be taught or not; whether the mathematical teaching should include land surveying or the elements of navigation; whether the boys should learn botany or experimental physics, or the rudiments of chemistry. The governors would do this by prescribing the examinations to be passed, both the first examination to secure the thorough teaching of the elements, and the final examination to test whether the school were fulfilling the purpose for which it is intended. But to this general rule we should be disposed to make an exception. For we think that it should rest with the Provincial Authority, and not with the Governors of the school, to decide whether a given school of the first grade should be classical or semi-classical. This is not really a matter of merely local interest.

Schoolmaster should decide on books, methods, and organization.

Lastly, how the programme of instruction settled by the Governors should be actually worked out must, we think, be left to the schoolmaster. In his hands would be the choice of textbooks, of methods, of organization. The Governors would judge whether the results produced were what they desired, but they

ought not to be empowered to interfere with the method by which he proposes to arrive at those results.

Religious instruction.

2. It is necessary to treat specially of the subject of religious instruction, not because the principles on which the regulations for that instruction should be dealt with differ from those which are applicable to any other regulations, but because of the intrinsic importance of the subject, and of the deep interest which is consequently felt in it.

Liberty of conscience should be respected.

There is no need to discuss the abstract question, whether the founder of an endowed school, by prescribing that religious as well as secular instruction should be given to the scholars, entered into such a contract with the nation, as to bind posterity for ever to perpetuate in that school the teaching of his own opinions, so long as no detriment was done to public morals. A careful inquiry has led us to the conclusion, that, in a preponderating majority of cases, the main end proposed by the founder was not the maintenance of a particular theological system, but a liberal education in which religious instruction usually had a prominent place. And we are convinced, that, as this end is accepted by the people of England at the present day as an unquestionable good, so also there is a general conviction, that it may be secured without restrictions which seriously limit or impair the benefit conferred. The principle of respect for different religious opinions has in fact penetrated so deeply into all our legislation, and all the relations between man and man, that it is simply impracticable to exclude it from our schools, unless it be demonstrably unsuited to their special purpose. And on this point the evidence of our witnesses appears, on the contrary, to make it clear, that such a connexion between religious and secular instruction, as would meet the general wishes of the parents, and in our opinion fairly satisfy the intention of the founders, in no way demands a departure from the general principle of liberty of conscience.

Onus probandi lies on those who would maintain religious restrictions.

When to this we add the consideration of the great changes in religious opinion, discipline, and organization that have taken place in this country during the two centuries which have elapsed since many of the endowed schools were founded, and the consequent impossibility of applying detailed rules of old date to the circumstances of the present day, we cannot but conclude that the *onus probandi* in this matter lies not on those who would relax restrictions, but on those who would maintain them.

Some schools exclusively denominational.

We must however admit, that there are some endowed schools which by original constitution, by subsequent history, and by present condition are plainly marked out as denominational schools in a special and exclusive sense. Roman

Catholic schools founded since the time of Queen Mary I., and under Roman Catholic management ever since, the schools lately founded by Mr. Woodard, and other schools in similar circumstances, were plainly intended, in the first instance, for a particular religious denomination, and not for the nation at large, and have so continued. When a school has in this way maintained a living connexion with a living body, it does not seem to be just (unless as part of a far more sweeping measure than falls within our province to discuss) to take it away from those who now possess it. If indeed it once belonged to a particular denomination, and has now slipped out of their hands, it seems unreasonable and inexpedient to revive a dead connexion. Nor ought a living connexion to be kept up if the school were in its origin national, and not denominational. In the one case the denominational character being dead ought not to be revived; in the other it ought never to have been introduced. In both cases, on the general principle that the *onus probandi* lies on those who would maintain the restriction, the restriction ought to be abolished. But if it be possible to establish the three points, of original constitution, subsequent history, and present condition, the exclusively denominational character ought to be respected.

For instance, the Cathedral Schools.

To this class we are disposed to assign the cathedral schools, not including under this term schools like St. Peter's at York, of which the cathedral authorities are merely the governors, but those which are strictly a part of the cathedral establishments. These ought to be subject to supervision and examination in regard to any secular instruction that they may give, just as all endowments ought to be similarly under public supervision; but in their religious character they ought to be considered as part of the Church of England. We do not, therefore, recommend the State to take them, unless by consent, from the management of the Deans and Chapters, nor to alter any rule which requires the head-master to be a member of the Church, nor any which requires the religious instruction to be based on the church formularies. We think, that, considering the position of the Church of England as the Established Church, and its consequent duty to the nation at large, and considering also the importance of each cathedral in its own town and the difficulty in some cases of maintaining another school besides that of the cathedral, the cathedral authorities would do wisely to permit a conscience clause to be included by law in the regulations by which their schools are governed. But in the case of the cathedral schools, as in the case of all schools which are the exclusive property of particular religious denomi-

nations, we are not prepared to advise that a conscience clause should be imposed upon them by superior authority without their own consent.

In all schools which cannot thus distinctly make out their claim to be considered denominational in this special sense, it seems wisest to alter all regulations which appear to do mischief, whether by causing bad blood or by needlessly confining the school to a particular class, or by interfering with the general interests of education.

Parents should have a right of withdrawal from religious instruction in all except exclusively denominational schools.

In the first place, then, all endowed schools not distinctly and exclusively denominational appear to us to fall under the rules recommended in our first chapter. Parents of day scholars ought to be allowed to withdraw their children from the religious instruction, if they think fit, and also to appeal to a Provincial Authority such as we shall hereafter describe, against any unfair inculcation of religious doctrines in the course of the secular instruction. Without this the public character of the school is sacrificed, and in many cases the main intention of the founder, to give education to all who were fit for it in his town or parish, is curtailed by the exclusion of those, who are unable to accept the religious teaching of the master. Nor do we think that any serious difficulty will be found to attend such simple rules as these. The master would be free to teach in his own way. He would give religious instruction to those who were not withdrawn, without anything to hamper him. And in the secular lessons he would not fear, that such allusions to religious truths, as grew naturally out of the subject which he was teaching, would be made a handle for condemning him on a charge of attempting to make proselytes. On the other hand any parent who felt aggrieved would have a tribunal to hear and decide on his grievance. But such appeals would be extremely rare. The matter in most cases would be settled by the common sense of the parties concerned.

These rules would protect day-scholars; boarders must stand on a different footing. A master who has boarders in his house, is not merely a teacher; he has for the time the full responsibility of a parent. He ought to be able to regulate their prayers, their conduct, their religious learning, just as a father would. It is not right to require a man in that position to take a boy into his house, and yet not to have the guidance of his religious education. Some men would undertake such work; but many of the best men (such men, for instance, as Dr. Arnold) would not; and it is highly inexpedient to put impediments in the professional path of such men as these. The right thing to do when a father disapproves of the religious instruction given in a

boarding-house, and the master refuses to exempt the boy from such lessons, is not, in our opinion, to compel the master to grant the exemption, but to make arrangements for the boy to board elsewhere at the same rate, and attend the school as a day-scholar. It would not be difficult to protect such a permission from practical abuse.

Trustees should not be confined to members of the Church of England.

In the second place the restriction of the trustees of schools to members of the Church of England appears to be now a mere cause of irritation without securing any corresponding advantage. It very slightly affects, probably does not affect at all, the character of the religious instruction, and it often causes much annoyance. At Birmingham, the advocates of a reform in the governing body urged with much force that, even admitting that no charge of partiality to members of the Church of England could be fairly made against the management of the school, yet it seemed a kind of stigma on half the inhabitants of the town, that they should be excluded from all share in the control of a most important public institution. In many other instances the result of confining the governorship to churchmen has been, to create a spirit of hostility against the school in the minds of those, whose support would greatly aid its prosperity. Lord Cranworth's Act provides that, unless the foundation expressly requires it, no scholar shall be excluded from a grammar school on the ground of religious opinions. The duty of enforcing this Act devolves on the trustees. It would seem to follow, that since parents of all opinions may send their children to the school, parents of all opinions have a right to be represented on the body of the trustees. This argument might even be listened to in a court of equity. But in our opinion it would be better to remove all doubt on the subject and simply abolish the restriction.

Restriction of masterships to persons in Holy Orders should be abolished.

In the third place we believe that it is of the greatest importance in the interests of education generally that all regulations which restrict masterships to the clerical profession should be abolished. It is hopeless to endeavour to improve the profession of teaching, if all the most important situations are reserved for those who combine another profession with it. To get good masters is vital; and to get these we need the widest possible choice. We cannot therefore but consider every rule which tends to keep out an able man as a serious evil. And it is quite certain that a very large number of able men are kept out by the fact, that, if they are unable to take Holy Orders, they are excluded from all the most prominent posts. Of course the appointment of clergymen should not be forbidden, and, even

where it is at present forbidden, we think it should be permitted; and unless it were forbidden, clergymen would still be very generally appointed. So far from regretting this we are quite sensible of the great benefit, which a school often derives from having a clergyman at its head. His profession is in itself an additional guarantee of his character, and it enables him to take a part in the instruction which otherwise must often be wholly or partially delegated to others, as, for instance, in preparing boys for confirmation. That such reasons should give a clergyman an advantage in competition for important places is to be expected, and able teachers who are not in Orders must be content to give way sometimes to what is believed to be for the interest of the schools. But, at least, such men should feel that their rise is stopped, if it is stopped, by considerations which extraordinary merit may perhaps overbalance, not by an absolute bar which is not to be surmounted by any merit whatever. The arguments on this point are well put[1] by Mr. Lake and Mr. Twistleton. Mr. John Stuart Mill appears to think the case so clear as not to need argument. Mr. Miall urges very strongly that the present rule narrows the field of selection and that the reasons for the rule have passed away.

Rule which assumes that the teaching should be that of the Church of England should be abolished.

Lastly, there appears to be no reason for maintaining the rule of law which assumes that, wherever the contrary is not plainly specified, the instruction is to be in accordance with the doctrines of the Church of England. As an interpretation of the wishes of the founders there can be no doubt, that in many cases this rule rests upon insufficient data. As a rule of policy it seems quite unsuited to the present day. And for the same reason the jurisdiction of the Ordinary, which is now indeed practically obsolete, should be either abolished or transferred to such a Provincial Authority, as we shall hereafter describe.

No need to abolish any other *old* rules regarding the religious instruction.

On the other hand there seems to be no necessity for interfering further with any rules for regulating the religious instruction, which are at present to be found in any trust deed or scheme older than the present century. It does not seem, for instance, that it would be worth while to abrogate any rule contained in a deed or scheme of that date, which required the head master to be a member of the Church of England, or of any other religious denomination. Such a rule as being a restriction is no doubt in some degree an evil, but it is not an evil of sufficient importance to require alteration. There are a large number of endowed grammar schools in the foundation deeds or governing

[1] Answers to Circular, vol. *ii.* pp. 47, 79, 63, 58.

schemes of which there is no such rule, and these are enough to give fair professional openings to men who wished to be teachers, without reference to their religious opinions. Of course, no such restriction ought to be introduced when it does not exist already, nor is it expedient to call upon men to prove their membership by signing any declaration to that effect; but otherwise the restriction may be left as it is. Nor, again, does it seem necessary to abrogate any rule, contained in an old deed or scheme, which directs the religious instruction to be based on the formularies, or to be in accordance with the doctrines, of the Church of England or of any other religious body. We have already said that in our opinion the rule of law which holds, that, if the contrary be not specified, it is to be assumed that the religious instruction should be that of the Church of England, ought to be abolished; but if there be an old rule expressly ordering that kind of religious instruction, we think it may be allowed to stand. For liberty of conscience would be sufficiently protected by the above described right of exemption and appeal. And provided liberty of conscience be respected, there are two reasons for leaving things as they are; one is, that the parents appear to be tolerably satisfied that it should be so, and the other, that the rule being already in existence is so far less a grievance; for people are always more willing to bear what they dislike when it has come down from the past than when it is new. Our Assistant Commissioner, Mr. Fitch, reports that "in the West "Riding where dissent greatly abounds, if grammar schools are "to do the work for which they were designed, they must be "open on terms which do not exclude the child of a Dissenter." He then examines the different methods in which this may be done; he says that he found very few parents or managers who expressed the least wish to exclude religious teaching altogether; few who desired an arrangement which would teach the Scriptures only but no Creed or Catechism; but that Church of England schools with a conscience clause would meet, as he believes, the wants and wishes of the people of the district generally. If then the restriction of the trustees to the members of the Church of England, and of the masters to the clerical profession be abolished, and if a proper protection for liberty of conscience be provided, it would probably be best to leave all other regulations on this head alone.

Wherever it should be necessary to place the religious instruction in schools under entirely new regulations, it might be left to a Provincial Authority to choose according to circumstances between

two forms of rule; one, "that the religious instruction shall be "in accordance with the doctrines of the Church of England;" the other, "that the children shall be instructed in the Holy "Scriptures." The former of these would be most suitable where the Church of England was much in the majority; the latter where it was much in the minority; but every case should be considered on its own merits, and due regard paid to the wishes of the locality. Of course the exemptions and right of appeal would apply here as elsewhere. Finally, there might be instances in which it would be justifiable in new public schools to give secular instruction only; but in that case it would be necessary to provide that proper arrangements should be made, to allow time in which the ministers of religion might give the religious instruction.

2. *The Purposes to which the Endowments should be applied.*

Parliament should regulate the purposes to which the endowments should be applied.

Next after prescribing the studies it is requisite to define the purposes to which the funds arising from the endowments should be applied. This must be done by Parliament. Parliament is the only body that can lay down principles for all schools alike; a court of law can only deal with each case as it arises. Now, it will often happen that what is best for all will by no means be best for any one case taken by itself. To take an instance from past legislation, it was certainly best that all the close foundations at Oxford should be thrown open; but it would obviously have been unjust to throw them open one after another, without any certainty that the same rule would in the end be applied to all. Moreover, Parliament is the only authority that can be considered the supreme trustee of all endowments. All subordinate authorities must look a good deal to the letter of the regulations by which these endowments are governed; Parliament can disregard the letter and look to the spirit. In the application of the rules to particular cases, a Commission or some similar court will be needed. But the general rules ought to be prescribed by no authority short of the highest.

Purposes to which endowments are applied now.

The purposes to which the endowments for schools are at present applied are—

a. The maintenance and repair of buildings.

b. The gratuitous or partially gratuitous instruction of some or all of the scholars.

c. The payment of masters.

d. Exhibitions to the Universities.

e. In some cases the board, clothing, &c., of some or all of the scholars.

f. In some cases and to a small amount, the payment of examiners.

g. In some cases, the education of girls.

Maintenance and repair of buildings the first purpose to which endowments should be put.

No one of these purposes is inconsistent either with the welfare of the schools or with the original views of the founders. No one, therefore, is it required to forbid; but all require very careful regulation.

a. The maintenance and repair of the school buildings and premises, and, what must be considered akin to this, the proper supply of school apparatus, should, in our judgment, stand first of all. The best master will often fail to make a good school if the building be too small, or ill-ventilated, or situated in a noisy or ill-drained or disreputable street; and the knowledge of this makes good masters unwilling to take a school that suffers from such drawbacks. On the other hand, well-planned and attractive buildings are so great a help to a master, that, even if there be no income from the endowment besides that which is needed to keep the buildings in repair, yet a thoroughly competent man is tolerably certain to be found to undertake such a school whenever there is a prospect of a good supply of scholars.

One of the chief obstacles, if not the chief obstacle, to the establishment of schools is the heavy expense required to erect the necessary buildings. It has been repeatedly stated by our witnesses that if the buildings and apparatus be supplied the parents can afford to pay sufficient fees to secure good education; but that fees which are to cover the expense of rent are beyond their means. The endowments could confer no greater boon on the places to which they belong than to remove this preliminary obstacle. We find, however, as we have already reported, that in many cases the entire failure of the schools is due to the inconvenience or bad situation of the school buildings; and this is due partly to the present regulations making it difficult to appropriate the property of the endowment to the improvement of the buildings, partly to the apathy of trustees or governing bodies, which makes them unwilling to use the powers that they possess.

In our opinion the governing body of each school ought to have full power to spend money on building, and, if necessary, to raise money on the property of the endowment for that purpose, subject only to the approval of some Provincial or Central Authority as a security against extravagance. Probably the powers already vested in the Charity Commissioners are adequate for this purpose. But even that will probably not be enough, since there are often local interests at stake which may

paralyze the action of the trustees. The premises ought to be periodically reported on by proper officers, and power should be lodged in some Central or Provincial Authority to compel all needful repairs and improvements.

It is not always sufficient to repair or even rebuild. It is sometimes necessary, and still more often expedient, to remove a school to a different site. The mere fact, that it is possible to get a good playground in a new site and not possible in the old, is in itself quite a sufficient reason to justify removal if there be not stronger reasons against it. The governors ought therefore to have the power of removal also, subject to the approval of some authority, which shall see that no injustice is done to those, who at present send their sons to the school, or who ought to be enabled to do so.

If it be desired to remove a school altogether out of the reach of a town or parish, it is clear that some further restrictions would be necessary. Such a removal of a boarding school will be justified, if there be an overpowering demand for it, in order to make the utility of the school proportionate to the income of its endowments. But a school which, both by history and by foundation, is wholly or to a great extent a day school, ought not to be removed unless provision be first made for leaving as good a day school, as the place requires, behind it. A question of this sort is one which ought to be decided only after investigation by a central authority such as we shall hereafter propose.

b. Indiscriminate gratuitous instruction, on which at present a very large proportion of the income of endowments is wasted, has been demonstrated to be as invariably mischievous as indiscriminate almsgiving, and a desire to retain the one must be ascribed to the same inconsiderate benevolence as that which keeps up the other. On this point there is an extraordinary concurrence in the opinions expressed by the weightiest authorities. Mr. Adderley, Dr. Angus, Prof. Bernard, Canon Blakesley, Mr. Sotheron Estcourt, the Dean of Salisbury, the Bishop of Lincoln, the Bishop of Peterborough, Mr. Lake, Sir J. G. Shaw Lefevre, Mr. James Martineau, Mr. Miall, Mr. John Stuart Mill, Mr. Morley, Lord Redesdale,[1] all, with more or less force, agree in the belief that to give indiscriminate gratuitous education is an unwise use of endowments. Several of these gentlemen condemn it in the most decisive language; almost all would substitute some mode of selection by merit for the present system. With this judgment our Assistant Commissioners concur; and the facts

Indiscriminate gratuitous instruction should be abolished.

[1] Answers to Circular, vol. ii.

which we have put together in our second chapter show with all the force of demonstration that no other conclusion is possible. According to[1] Mr. Bryce the characteristics of free schools are slovenly management, irregular attendance, scholars unfit for the instruction, and contempt from the parents. Mr.[2] Green found the effect of free admission to be that the school was so lowered in character as "to deprive promising boys of the "humbler class of any real benefit they might gain by en- "tering it." If indiscriminate gratuitous instruction could ever work well at all, it might have been expected to work well at a school like King Edward's, at Birmingham. The revenues of that school are large; the number of boys is sufficient to ensure that there shall be a good deal of talent among them; the buildings are excellent; the head master has always been among the foremost in his profession: yet the evidence is decisive. It appears that the early education of boys is habitually neglected by their parents because they hope to get them into the great school. The great school consequently cannot educate them as it ought, because they come so ill-prepared. And meanwhile "good[3] preparatory schools have been almost extinguished in the "town; it has not been worth while for any gentleman of edu- "cation to keep a preparatory school, and a short time since it "was almost impossible to get a little boy taught the elements "of Latin grammar, except at ladies' schools, within four miles of "Birmingham."

Gratuitous instruction should only be given as a reward of merit.

In far the majority of cases, as we have already shown, the result of indiscriminate gratuitous instruction is simply to degrade the school, and make it useless even to those whom it proposes to benefit, while the competition at the same time damages the private schools in the neighbourhood, and by artificially lowering the price of education of necessity injures its quality. The only remedy is obviously to confine the gratuitous instruction (whether complete or partial) to those who are most capable of profiting by it.

Boys should be selected.

The simplest mode of doing this is undoubtedly the best, namely, to select the boys by their ability and attainments. Boys over 13 can be best selected by open competitive examination, and the more absolutely open this is made the better. For boys under 13 there is reason to fear that this might prove too severe a strain. Whenever it is advisable to give gratuitous schooling to children so young as this, it would seem best to select them from particular schools after a careful observation of

[1] p. 472. [2] p. 170. [3] Evidence, 5661.

their industry and progress for a year preceding. In naming these schools, as well as in making rules for competitive examinations of older boys, care of course would be necessary to secure complete justice. Rules of this sort should be made by some Provincial Authority which could combine local knowledge with superiority to petty local interests.

We have said that in our judgment the freer the competition the better. Whenever a privilege is to be given as a prize, restrictions are a grievous evil. They damage the value of the prize far more than they benefit those who are thus protected in the competition. The scholarships and fellowships at Oxford not only did little good when they were close; they did harm. And in spite of the many arguments urged in their favour, few have any doubt now that to open them was a necessity.

The two restrictions that are most common in schools are those of area and of poverty.

Restriction to given area,

The restriction of the privileges of a foundation to a certain area is in many cases not to be found expressed in the original wills or charters, and has been introduced subsequently to the endowment by orders of the Court. The restriction has been repeatedly modified by the Legislature in the opposite direction. The boundaries of the privileged area have been extended sometimes to include contiguous parishes: sometimes to a specified distance from the school. These extensions correspond to a very general feeling on the part of those who have looked into this matter, that a restriction to a definite area is unwise, and that, if possible, the mere fact of living on one side or another of a fixed line, ought not to entitle one boy to privileges from which another is excluded.

unwise.

Area in day schools should be determined by attendance at school from home.

The best restriction seems to be that which is made by the nature of the case. Some schools are purely day schools, attended only by boys who are living with their parents or guardians. Others admit boarders, either living in the houses of the masters or with householders in the neighbourhood. Whether a school should admit boarders or not, is a matter to be settled by some Provincial Authority. It ought not to be left to accident, for it is highly subversive of discipline to have boarding houses attached to a school, subject to no regular control. And it involves the relation of each school with other schools in the neighbourhood too directly, to be entrusted absolutely to the governors of the separate schools. It requires a higher authority for its decision; but, when decided, it decides of itself the area to which all privileges of the school should belong. For if a school is to be a purely day school, the consequent necessity

imposed on the scholars, of living with their parents, restricts the area of the privileges without requiring any further interference.

In boarding school there should be no privileged class.

And if the school is to be a boarding school, all privileges of the school ought to be open to the competition of all who are willing to come to it. For we are clearly of opinion, that privileged classes within a school are a serious evil. The same view was taken and enforced with great emphasis by the late Lord Justice Turner, in his judgment on the Manchester Grammar School. All who are admitted at all should be exactly on the same footing, and no distinction should be allowed, except that which depends on superior merit.

Restriction to poverty unwise.

It might seem at first sight that while the restriction to area ought to be given up, the restriction to poverty might reasonably be maintained; and that only those boys should be admitted to the competition for the privileges of a foundation whose parents could not otherwise afford to send them to the school. But we are decidedly of opinion that even in the interest of the poor themselves, and still more in the interest of education generally, no such restriction should be maintained.

Not for the interest of the poor.

It is certainly not for the interest of the poor that they should be marked as poor within the school to which they are admitted. A boy who comes in on an open competition compels the respect of his schoolfellows by having won his place against the other competitors. But if he comes in on the ground of poverty and his success has been gained by the field being narrowed in his favour, the value of the education is very seriously diminished, in some cases destroyed, by his coming in as a member of a different class. The open foundation always stands high in any school; the close foundation too often inflicts a kind of stigma. And these class distinctions within any school are exceedingly mischievous both to those whom they raise and to those whom they lower.

Further, since the object is to select those who are to make education a means of rising, the best test of all is that the competitors should be pitted against other boys of the very class into which they are to make their way. A boy who has only beaten other boys of the same class does not prove thereby that he is fit to receive the education of another class. But if all classes have entered into the competition the selection is sure to be right. If the son of a labourer can beat the sons of gentlemen that goes a long way to prove that he is capable of using with advantage the education usually given to gentlemen.

Poverty for this purpose almost impossible to define.

Nor must we forget the exceeding difficulty of defining poverty for such a purpose as this. Weak health, or a large family, may make one man poorer than another though his

occupation may give him double the income. A poor gentleman is, for educational purposes, very often much poorer than a well-employed artizan. To decide all these cases on their merits would often be inquisitorial, and some of the most deserving would be sure to be shut out from unwillingness to plead their own cause. On the other hand, to make a rule of admission wide enough to let in all such cases would practically destroy the object which the restriction was intended to secure.

Rich parents would not have any real advantage in an open competition.

One argument is often used to defend these restrictions which sounds very plausible till it is examined. For it is sometimes said that rich parents have a great advantage over poor parents since they can secure the best teaching. Of course, it cannot be denied that if a selection is to be made by examining boys in their power of speaking French, a boy whose parents could afford to send him for a year into France would have a great advantage over one whose parents could not. But if we leave out exceptional subjects such as these, it is certain that a moderate improvement in our schools would put within the reach of all parents quite teaching enough to prepare their children for such a competition as is fit for their age. It is well remarked by [1] Mr. Giffard that "the previous training required for "a boy who is to compete at a very early age for the foundation of "an ordinary grammar school cannot be of an expensive kind." At this moment the son of a peer cannot get better instruction in arithmetic than is within the reach of the son of a peasant. And, as we have already said, arithmetic ought in our judgment to be made a cardinal point in the education of little boys. If once the foundations were thrown open to competition, schools would rapidly be formed to prepare boys; and the victory would really depend, as it ought to depend, on natural talent, in which there is no reason to think that the poor boy would be deficient, and on industry, in which he would have every inducement to be superior. The right way of confining aid to the poor, wherever it is expedient to confine it, is not to restrict the freedom in schools of the first or second grade to poverty, but to attach exhibitions to schools of the third grade; this we are of opinion should be largely done, and we shall say more about it when we discuss the subject of exhibitions.

All close foundations an evil.

Lastly, if we look to the general interests of education, it is certain that all close foundations, in as far as they are close, are a hindrance, and all open foundations are the greatest aid. An open foundation not only educates those whom it admits; it edu-

[1] p. 121.

cates also those whom it rejects. For even those who are rejected have gained by their preparation, and the stimulus of the competition has probably encouraged them to learn very much more than they would have learnt without it. Even the pain of disappointment is considerably lessened, when the competition has been large. To have entered an open competition against many others is felt to be an honour in itself, and the beaten candidates are proud of having appeared in the lists. We are of opinion, that to give the privileges of foundations by open competition, so far from thwarting the desire of the founders to benefit the poor, is now the only method of really fulfilling that desire. But no one can possibly doubt, that it is the only method of furthering their other and more important purpose, the promotion of education.

Number to receive gratuitous education should be limited.

Two limitations would seem to be necessary on the number of scholars who should be elected to receive gratuitous or partially gratuitous instruction. One is that they shall not be more than the endowment can pay for. If the fees at a school are 10*l.* a year, and the endowment can afford only 100*l.* a year to spend on free scholars, no more than ten such scholars should be elected, and their fees should be paid for them out of the endowment. Otherwise the school is burdened with a greater weight than it can really carry. The purpose of the other limitation is to secure that the competition shall be real. For this end the number to be elected ought to be regulated by the number of competitors that may fairly be expected to present themselves. In our judgment there should be at least three times as many competitors as vacancies, and regulations should be made to secure at least this proportion, not of course in every instance, but on the average.

The necessary regulations for providing that the competition shall be just, that the subjects of examination shall suit the age and opportunities of the candidates, and shall imply a proper preparation for whatever the school is to teach, ought to be left to some Provincial Authority subject to central control. But Parliament itself ought to lay down the general principle that in all cases a due selection shall take the place of indiscriminate admission wherever that indiscriminate admission is now the practice.

Fixed salaries and freehold tenure of masters should be abolished.

c. It is usually conceded that to pay the masters by simply handing over to them the whole or a part of the proceeds of the endowment, and to give them a freehold tenure of their offices is a mere accident of the foundations, and that it ought not to be continued. The spectacle, not by any means rare, of a master

receiving all the money from an endowment and from incompetence or idleness doing little or even absolutely nothing, is a scandal that ought to be impossible. "Even among the school-"masters themselves," according to Mr. Bryce, "some felt that it "was not a boon, but an injury, to be deprived of the unseen "check and stimulus which a comparatively unassured position "imposes." The Charity Commission have invariably, when drawing up new schemes, done away with the freehold tenure, and most often have very much modified this mode of payment. The best mode of paying a master is to give him a fixed fee for each scholar in his school. Sir John Coleridge states that he "would in no case give the master anything beyond the "house and grounds, rent free." Mr. John Stuart Mill and Mr. Morley take the same view.[1] But it is argued on the other hand that abler men will accept the situation if some small income be guaranteed, so that, at any rate at first starting, they may have time to prove their powers, before they are compelled to rely entirely on the number of their scholars for a livelihood. There is, moreover, a dignity in a fixed official income which is perhaps an additional attraction. The weight of our evidence is certainly in favour of this view, and we should recommend that wherever it is the established rule of a foundation to guarantee the master a fixed income, the governors of the school be empowered to continue the practice. But we are decidedly of opinion that the amount so guaranteed should be small, and not by any means so much as would tempt an incompetent man to remain at the head of an empty school; and that the guarantee should be limited to the first three years of the master's tenure of his office. In a school of the first grade the amount ought not in our opinion to exceed 250*l.* a year, in one of the second grade 150*l.*, nor in one of the third grade 50*l.*

A small income should be guaranteed for a time.

The simplest and best arrangement would appear to be to pay the master by capitation fees only, but to guarantee for a time the payments of a certain number of scholars whether the scholars were there or not. Thus in a school in which the master was to receive 5*l.* a head from each scholar, and his guaranteed income was to be 50*l.*, he would be paid for 10 scholars, whether there were 10 scholars in his school or not.

The precise regulations could, however, well be left to the local authorities. Parliament would have to lay down the general principle that in no case was a master to have a freehold

[1] Answers to Circular, vol. ii., pp. 23, 61, 66.

in his office, nor to be guaranteed more than a sum proportioned to the grade and size of his school.

Master should be liable to dismissal by Trustees.

It is a point much disputed, whether the master, though not allowed to retain a freehold, might be allowed an appeal against dismissal from the governors of his school to some higher authority. On the one hand it is said that to allow dismissal without appeal lowers the dignity of the office so much, and makes the position so precarious, that able men will be unwilling to accept the situations; that schoolmasters will be dismissed on account of mere prejudice, and for reasons quite unconnected with the efficiency of their teaching or management, that they will be exposed to party attack, and be tempted to undue subservience; and finally, that it is impossible to secure that the trustees should always be good judges in such cases. But on the other hand it is urged that the schoolmasters of some of the most important schools, as, for instance, Rugby, are liable to dismissal without appeal. The Dean of Chester[1], formerly head of the Liverpool College, stated that in his belief no constitution would work so well as that under which he was placed, namely, that he was "absolutely "removable at a moment by the directors, and all the masters "removable at a moment by him." We have seen in our second chapter that the fault of governors is far more often apathy than undue interference, and it seems exceedingly improbable that they would take so strong a step as the removal of a master without very strong reason. Moreover it hardly seems possible to argue, that they are not sufficiently good judges to be allowed to remove, when by universal consent they must be allowed to appoint. On the whole we think that the power of dismissal without appeal must be left in their hands, but that it should be put under such regulations as will remove all serious risk of haste or injustice. It will be seen hereafter, that we shall propose, that a paid officer be appointed for each registrar-general's division, who shall be *ex officio* a member of all Boards of School Governors within his district. We think that no master should be dismissed except at a meeting at which this officer was present, and further that not less than two-thirds of the Governors should concur in the dismissal. It may fairly be assumed that the *ex officio* Governor will be quite independent of local prejudices, and a competent judge of the efficiency of a master. His position and his knowledge will be enough to secure him great weight with the other Governors. When these considerations are taken into account, we think, that, under such regulations as we have proposed, no schoolmaster would have

[1] 2590.

fair reason to feel, that his position was precarious or dependent on other circumstances than his efficiency.

d. Exhibitions to the Universities are a most useful form of endowment, and it is much to be wished that there were more of them than there are. But many of them are now robbed of their true value by obsolete restrictions. These restrictions do mischief in two cases. In the first place they sometimes narrow the field of competition so much that the exhibition ceases to be any stimulus to learning. An exhibition, for instance, is confined to persons born in a particular district, and this district, perhaps, cannot supply any candidates for years together; or an exhibition is confined to boys educated at a particular school, and the school has ceased to prepare boys for the Universities; or an exhibition is to be given to the kin of the founder, and few of his kin can be found, or if found they are by no means fit recipients of his bounty. The mischief done by such restrictions we have described in our second chapter in detail. This mischief can probably best be remedied by simply widening the field of competition. If an exhibition finds no candidates in the parish to which it is confined, it may be opened to the county; if it finds no candidates in the school to which it is attached, it may be opened to other schools. To secure a real competition the field should be widened at least so far, that on an average not fewer than three *bonâ fide* candidates should present themselves for each exhibition that was to be given. It would be easy for the examiners to pronounce whether those who presented themselves deserved to be called *bonâ fide* candidates.

Exhibitions a most useful form of endowment.

Restrictions of area often require to be relaxed.

The other case in which the restrictions do mischief is that in which more than one restriction affects the same exhibition. Thus, for instance, an exhibition is to be given to boys born in a particular district and educated in a particular school to enable them to go to a particular college. Now any one of these restrictions taken by itself may work very well. An exhibition for boys of a particular district would be a great stimulus to all the boys of that district, but then it should be open to all of them, and not only to those who go to the particular school. An exhibition for boys in a particular school is a great stimulus to that school; but then it should be open to every boy in the school. An exhibition tenable at a particular college is a great encouragement to the college; but then it should be open to all who come to the college. The result of thus heaping restriction on restriction is always to cause discontent in one or other of the parties concerned, generally in that which is doing the best work. If the college is a good college, it often

Not more than one restriction should apply to each exhibition.

complains of being tied to the school; if the school is a good school, it often complains of being tied to the college; and both complain of being tied to the district. Nor is this discontent a trifling matter. In a place of education everything that looks unjust is mischievous, and it always seems unjust, that what bears the character of a prize, should be given to any but the most deserving. As a general rule it would seem to be best that one restriction, and one only, in each case should be allowed. Exhibitions belonging to particular districts should be open to all boys in the district, or at any rate to all boys in schools of a certain grade in the district. Exhibitions belonging to particular schools should be open to all boys in those schools. In both cases the holders should be allowed to take them to whatever public places of education they preferred. Exhibitions which belong to particular schools and are tenable at particular colleges could not perhaps be dealt with, except by consent of those colleges. But it would probably be well worth while to negotiate even for a division of the funds, and for liberty to each party to deal with its own share. If a school has two exhibitions tenable at a particular college it would often be for the interest of the school, it would almost always be for the interest of education, that the college should have one exhibition open to all England, and the school should have the other, tenable at any university in the country. The powers given under the Oxford and Cambridge University Acts have been already used to abolish in some cases rights of preferences possessed by certain schools to exhibitions, scholarships, and fellowships at particular colleges. The immediate effect of the abolition has been, we believe, always in favour of the colleges and against the schools. A larger consideration of this question in its bearing on a reconstruction of the endowed schools of a district, would be beneficial to both the schools and the colleges.

Exhibitions should not be confined to the Universities.

But in our opinion it is not expedient at the present day to confine such prizes as exhibitions, which are intended to enable boys to continue their studies after they have left school, entirely to those who intend to study at a university. The professional and technical studies which have to be pursued elsewhere than at universities—such studies, for instance, as those of medicine and surgery at the hospitals, of mining and engineering, —now deserve to be considered as having a liberal character and worthy of the same kind of encouragement, as that which has hitherto been given to the academical studies only. Nor do we think any better or wiser encouragement could be given out of the endowments to the technical education, for which there is at

present so earnest a demand, than to permit the holders of exhibitions to take them to technical schools. Those who have distinguished themselves at school, and have been found worthy of assistance towards greater cultivation of their powers and knowledge, should be left as free in their choice of the kind and of the place of their further education, as is consistent with the main object of assisting them in improving themselves. It does not seem right to make the exhibitions mere prizes to be enjoyed without any conditions whatever. But the conditions should be such, as are suitable to the many varieties of liberal study, that are now bound up with the various occupations of life. Probably it would be enough to require, that the holder of an exhibition should study at some public place of education, where he had to pass some prescribed examinations. The exhibition would then be payable on his passing those examinations in their proper order and at their proper time.

Exhibitions from school to school required.

Moreover, the re-organization of the schools into different grades, and the abolition of indiscriminate gratuitous instruction, would render desirable a large increase in a useful but at present not a very common kind of exhibitions, namely, exhibitions to be held at school, either, that is, at the school where they are won, or at some school of a higher grade, to which the exhibitioner is sent to prolong and complete his education. We have already pointed out in general in the first chapter, and in particular detail in the second, that such exhibitions are now the only means of enabling the endowed schools to fulfil, what was one of their most useful functions till very lately, namely, the providing poor boys of ability with an education suited to their powers. Every school of the third grade ought to have the means of periodically sending up some of its most deserving boys to a more advanced school. It is sometimes urged, that to open the foundations to competition will be an advantage to the richer boys who can pay more for preparatory instruction. We have already expressed our opinion that this advantage is practically very small, if the examination is made to depend on subjects most proper for young boys. But at any rate no such objection can attach to exhibitions open to boys at third grade schools. Here the boys will all have equal advantages, and social considerations will probably exclude the wealthier classes from these schools to a great degree. Exhibitions attached to third grade schools will be expressly adapted to enable poor boys to rise, and every third grade school should have them if possible. In the same way every school of the second or first grade ought to have the means of admitting selected boys gratuitously to all the edu-

cation that they can give. It might be worth while to consider, whether every school of the two higher grades should not be required, as we have already suggested above, to admit free one scholar in every 40, and at half price one in every 20. No masters would think this a hardship, if the boys were elected by competition, since all masters welcome the presence of clever boys, who raise the whole standard of learning in the school, and often bestow even greater benefits than they receive. In Switzerland the schools are required to admit free one in eight.

Exhibitions belonging to districts would be useful.

Another very useful form of exhibition would be obtained by opening the competition, not to particular schools, but to particular districts. This would enable parents who had the requisite ability to prepare boys at home, and thus procure the means of sending them to better schools than they could otherwise afford. In all these cases, however, the two general rules above indicated should be observed, namely, that the field should be wide enough to secure a real competition, and that no more than one restriction should be imposed on any one exhibition.

To change the conditions on which exhibitions are at present held, recourse should be had to the Provincial Authority. The same Authority should also be empowered to sanction the founding of new exhibitions with any surplus money that might belong to the foundations, the consolidation of any exhibitions which are too small to be of real value, or the increase of them out of the other property of the endowment; the suppression of any that are useless, and the conversion of the money to other educational purposes. The various circumstances of the various endowments would have to be considered, and this a Provincial Authority would be well able to do.

Endowments for clothing and feeding.

e. There are not a few schools in which tolerably large endowments are spent on clothing or boarding a small number of boys. It is impossible not to see, that in many of these cases a rather questionable benefit is bestowed on a few with funds that are very much wanted for the use of many. A boarding school of 20 boys will sometimes be the sole result of an endowment of 800*l.* a year; an endowment that would maintain in great efficiency a school of several hundreds. Nor is it possible to secure, that the governors shall always select the fittest recipients of such charities. The scholars are often for the most part "[1]sons "of the workmen or servants of the electors." Moreover, it is rarely a good thing to relieve the parents so entirely of the

[1] Stanton, p. 59.

burden of maintaining their children: to aid them in bearing it is a real charity; to bear it for them is generally a blunder.

It cannot, however, be denied that these schools are doing in many cases what their founders intended. The change which makes them now appear so out of place, is not in themselves, but in what surrounds them. Could the founders see how much more useful to the poor the same money might have been made, many would without doubt desire to change the purpose of their foundations; but it is not possible to maintain that the original purpose is absolutely defeated. And for this reason we are rather disposed to recommend the modification, than the entire abolition, of the trusts by which these endowments are regulated.

Orphanages should remain as they are.

It is well to distinguish from all the other endowments of this kind, those intended for destitute orphans, or for children who have lost their fathers, and whose mothers have little or nothing to live upon beside the wages of their own labour. Such endowments, as it seems to us, ought to be considered as children's almshouses rather than as schools. Provided pains are taken to fill them well, they do a useful work; and orphans cannot be regarded as on the same footing with other children. But the Governors ought to be responsible to public control, and required to furnish to a Central Authority (not for publication) the names and claims of all candidates for admission, and their reasons for preferring those whom they preferred. Further, the instruction given ought to be submitted to the same tests as that given in other schools; they should be open to inspection by the same officers; and the children should be sent into the same examinations.

Endowed boarding schools should be filled by merit.

The other endowed boarding schools are capable of doing a very great service both to the poor and also to the lower portion of the middle class, the artizans, smaller shopkeepers, smaller tenant farmers; for clever boys in these classes often find it exceedingly difficult, to get such an education as their talents deserve, because no efforts of their own and no ordinary aid can put it within their reach. If they live within reach of an endowed day school of the second or first grade, they have a chance of winning their way to the foundation by diligent study, and if the endowment can admit of a large number of such foundationers, that chance might be a certainty; but the supply of endowed day schools of these grades covers, and can cover, but a very small part of the whole country, and the need is very much greater than can be thus met.

We should recommend therefore that wherever it seemed expedient and right to maintain these free boarding schools they

should in all cases be made schools of the second or first grade, and filled with boys selected, at the age of between 13 and 14, by open competition from all the schools of the third grade in the county or some larger area. The schools would then be doing a most important service. The selection of the scholars would be practically confined to the proper recipients of such aid by confining the competition to schools of the third grade. The selection by competition would make it certain that there was no waste of money, since the boys would prove their own fitness to receive the education; and it would stimulate all the schools of that grade, and thus confer a great benefit upon those who were unsuccessful in the competition.

Or turned into day schools.

There might, however, be cases in which the demand of the neighbourhood for good public day schools was so pressing, that it would be juster, no longer to spend money on giving board or clothing gratuitously to a few, but at once to convert the endowment to the purpose of founding good day schools. This, for instance, would probably be the wisest mode of dealing with such free boarding schools in the metropolis, as draw their scholars from a very limited area. In many cases those very scholars would be better off, living at home, and attending good day schools in their neighbourhood, than entirely taken from the care of their parents.

Which of the two modes of dealing with these endowments should be adopted in each particular case, whether the school should be kept as a boarding school but filled by competition from a wide area, or converted from a boarding school into common day schools, can only be settled by the circumstances of the case. The proper authority to decide the matter would be a Provincial Authority, capable of thoroughly understanding and appreciating local claims, and yet not liable to be hampered by the tendency to consider those claims alone. The guiding rules should be, first, the present condition of the school, and whether it is really doing good work; secondly, the requirements of the locality, if the foundation be local; and, thirdly, the original purpose of the foundation, and what modification will best harmonize this with present needs.

Other improvements might be added.

When this main question has been determined it will not be difficult in many cases to make great subordinate improvements. Thus it will often be advantageous to open such boarding schools to day scholars, if the neighbourhood can supply them. The mere increase of numbers is in itself a great advantage within certain limits, permitting better organization and a better division of labour in teaching, and supplying a wholesome variety in

the school life. So again in other cases it might be advisable, to allow other boarding houses to be built in connexion with the schools, to receive scholars paying the full fees. The result would be to put the free boarding house in the same relation to the other boarding houses, as that in which the College stands to the tutors' houses at Eton. Such improvements as these might safely be left to the Provincial Authority, and no more is needed here than to indicate their practicability.

Other purposes of endowments should be carefully revised.

f. The remaining purposes to which endowments are applied do not appear to need further interference than that of empowering some competent authority to revise them in the general interests of education. The governors of each school, subject to the control of the provincial authority, might be entrusted with this duty. But one particular application of the funds, though not generally affecting a large proportion of them, seems to require considerable extension and some change of form. It has been the practice in many endowed schools to appoint examiners and to pay them out of the endowment. Nothing can be more reasonable and legitimate than such a use of the money. It is as important that schools should be well examined, as that they should be well taught; indeed, it is hardly possible to secure the latter without the former. But it is obvious, that the examination of schools would be both cheaper and more efficient, if all the schools in a district of some extent were examined by the same examiners in concert. By this means a common standard of comparison is secured, which is the most valuable test that a school can have, and the expense is much diminished. It would be wise therefore to intrust the Provincial Authority with the power of taxing the income of all school endowments within their province for this purpose. Such a tax ought not of course to be so heavy as to hamper the endowment. But five per cent. or even more would be well bestowed on such an object. Parliament of course could alone give the necessary powers for this purpose.

The same rules should be applied to endowments for girls' schools.

g. How far Endowments should be applied to the education of girls we have fully discussed in the Chapter on Girls' Schools, and here we need only repeat that, though from the nature of the case there cannot but be many differences of detail in dealing with schools for girls and with schools for boys, the general principles appear to be the same, and should be applied as nearly as practicable in the same way. So on the particular point of the use of Endowments, wherever in the administration of them it shall be found possible to admit Girls' Schools to a direct and substantial participation in them, we conceive that, with a few

modifications, that may be done in accordance with what we have now recommended for Boys' Schools. And, referring to the classification of objects which we have adopted, we observe that on the first head, that of the maintenance and repair of buildings, no variation seems to suggest itself. On the second, that of gratuitous instruction, we believe that the same principle, that of ascertained merit, is the right one with girls as with boys; but this in practice must be taken subject to the caution that we have given in respect of age, which, perhaps, should be somewhat higher in the case of girls than of boys, and with a care also to avoid too much stimulus and public display.

The payments to Teachers, we consider, may be regulated as we have suggested with respect to Boys' Schools.

Exhibitions belong to a part of the system of boys' education not at present extended to that of girls. It is therefore impossible at present to extend our recommendations on this head, just as they stand, to Girls' Schools. Exhibitions, indeed, to be enjoyed within the school itself, may legitimately be founded at any time from Endowments to which girls shall be admitted. So also, having advised that a fair latitude may be allowed to boys after leaving school, so that they may hold exhibitions in any place where they can reasonably be said to be continuing their education, we would extend the same suggestion to the case of girls. But prizes of this kind will no doubt long continue to be of the most widely diffused value to boys when connected with Universities; and in that sense their communication to girls must await the further progress of such institutions as the Ladies' Colleges to which we have adverted at the end of Chapter VI.

The remaining items of our list of objects fairly chargeable on Endowments for boys seem equally suitable in the case of girls, and to need no special remark. We only observe with regard to boarding and clothing schools, that we have held that the ancient founders can seldom be discerned to have expressly included girls among the objects of their bounty, and therefore we cannot recommend such schools for girls, as we have for boys, as plainly fulfilling founders' intentions. But where we have recommended their continuance for boys who have lost their fathers, we consider that if the amount of the Endowment admits of it, it may rightly be made to include girls, on the ground of natural feeling and in accordance with public opinion.

3. *The Regulation of Expenses.*

Education at present not valued highly enough.

There can be no doubt that in many parts of England education is not valued at its true worth, and that it will be im-

possible to make it really good, until the parents can be persuaded to pay somewhat more than they do at present. Our Assistant Commissioners repeatedly remark that the masters are underpaid, and that too in some cases where they are overworked. This will probably in some degree cure itself, when a well-devised system of examinations shall enable the parents to discriminate between the real teachers and the pretenders. It will then become visible, that good teaching cannot long be secured without fair payment, and that if education be too cheap it is sure to be worthless. At present the price is kept down by the competition of pretenders, who take low fees and give nothing in return. Such men are not so often to be found among the head masters of schools, whether private or public, as among the assistants. It is notorious that these assistants, especially in private schools, are often worthless, and yet while the payment is so low it is impossible to expect much improvement. In other cases, again, the use at present often made of endowments to give indiscriminate gratuitous instruction lowers the market value of education, and prevents the parents from knowing what it really is.

Yet there is need to see that the cost is kept within due limits.

But though it is certain, that it will be necessary, if possible, to induce parents to pay more than they do at present, and probable, that parents will be found not unwilling to pay a fair price, as soon as they get a security for receiving their money's worth, it is necessary to make proper arrangements for keeping the cost of education at public schools within right limits.

Good schools have a tendency to become expensive.

All good schools have a tendency to become expensive, and that almost in proportion to their goodness. If the master has power to charge what he pleases, he raises his terms as fast as his school fills, and very probably succeeds in filling it still better in consequence; but he fills it from a different class of society, and the school begins to perform a different function. In this way many a school, which begins with teaching the sons of the small shopkeepers, ends with educating their richer neighbours; and those, who most need access to good schools, perpetually lose a good teacher, as soon as he has shown his efficiency. That he should endeavour to make more money by his talents, if he can, is obviously, if he is master of a private school, no more than his right. But if he be master of an endowed school, he is a public officer, and his right to increase his emoluments is limited by the position which he holds. The school is intended for a definite work, and he has no right gradually to transfer it to a different work in pursuit of his private interest. But besides private interest, the

mere desire to do his work well will be likely to tempt him to raise his terms. A higher school fee will enable him to procure scientific apparatus; will give him an additional assistant; will enable him to introduce an additional subject of instruction. Without wishing to add a penny to his own emoluments, he will be perpetually tempted to make his school a little more costly, in order to make it much more efficient.

These considerations are not by any means always out of place. Very often it is right that the school fees should be raised for these objects; but the masters are not the proper persons to decide the question; they are too much interested in the decision.

Governors should fix all fees to be paid.

In order that school fees should be always kept within right limits, it would be best that their amount should be fixed by the governors of the school, and that all payments by the boys of whatever kind should either be made directly to the governors, or, if made to the masters, should be precisely accounted for in detail. Out of the fund thus raised the governors should pay the masters, and all other school expenses. In this way it is impossible that irregular payments should grow up without any definite reason; and if the school fees are raised, they are raised for the good of the school according to the judgment of disinterested authorities.

Hostels should be encouraged.

For the same purpose it would be wise to encourage the establishment of boarding schools on the "hostel" system rather than on that of separate houses. By the hostel or college system the boys are boarded not in the masters' houses, but in an establishment belonging to the governors; and the profits of keeping this establishment go to the general fund of the school, and are at the disposal of the governors for school purposes. This arrangement is strongly recommended to us on several grounds by the high authority of[1] Sir J. P. Kay Shuttleworth. It is the plan adopted at Marlborough, at Haileybury, at Wellington, and at Felstead. The example of Marlborough proves that if the buildings be provided, as good an education, as can be had in England, can be given in a school of the first grade for less than 60*l.* a year. The same plan is adopted at all the county schools, one great merit of which consists in the combination of cheapness with efficiency.[2]

The plan has two great advantages.

In the first place, the boarding-house system pays the masters very unevenly. A master who has a boarding house and a large number of boarders is paid *highly*; one who has no boarding-

[1] 17,498.

[2] *See* Appendix iii.

house gets far less. But on the hostel or college system the governors are able to bring the salaries more nearly to a graduated scale, and it becomes far easier to supply the school with a proper staff of assistants.

In the second place, the separate boarding-houses are almost always more costly to begin with and more difficult to restrain within limits afterward; for a master will not undertake the charge of a boarding house unless he is well paid, and in such establishments, which are necessarily in many respects private, extra charges of various kinds and other irregular payments are almost sure to grow up. There is a perpetual pressure from the parents to get additional indulgences for their boys, and these are first introduced for the few and then extend to the whole. To keep this down is much easier in a public establishment than in a private. In short, the system of separate boarding houses to some degree introduces the commercial principle, and tends to induce the master to raise his terms, directly or indirectly, as high as the market will bear.

In boarding houses all receipts should be accounted for.

Where, however, the boarding-house system is already established, it should be the duty of the governors to fix the fees for board, and to exercise a vigilant superintendence to see that those fees are not directly or indirectly exceeded. It would probably be best that these fees, like those for instruction, should be either paid to the governors or precisely accounted for in detail.

4. *The Supply of well-qualified Masters.*

Many masters incompetent.

It is apparently undeniable that a great many masters are not really qualified for their work. Some are not deficient in knowledge but in power of teaching; some are ignorant pretenders. Many, both in endowed and in private schools, are no doubt thoroughly competent, but these often suffer from the want of any means by which their competence can be proved. It is a general complaint among teachers, that the profession as a whole does not occupy its due place in public estimation, and many of our witnesses ascribed this to the number of incompetent men that it contained.

Profession should be made attractive to men of ability.

It is obvious that the first thing to be done to remedy this is to make the profession attractive to men of ability. This will partly, as we trust, be brought about by the greater importance which education seems almost certain to hold in public estimation, and by the greater price which will consequently be paid for it. But it is said, and we think with justice, that the profession suffers from the frequent restriction of valuable masterships to persons in holy orders. To assign all the great prizes of

Restrictions should be abolished.

any profession to those who combine another with it, is a very serious diminution of its attractions. We have already said, that in our judgment this restriction ought to be simply abolished in all endowed schools that are not the exclusive property of particular denominations; and we believe that those of our witnesses are right, who consider that this abolition would go a long way to give the profession of teaching a position and an importance of its own.

Normal School suggested.

Some of our witnesses advocate in addition to this the establishment of a Normal School, where masters might be trained; others the passing of an Act similar to the Medical Act, giving powers to a Council to register teachers as the Medical Council registers medical practitioners.

Reasons for it.

There is much to be said for the establishment of a Normal School. If we except inspection, there is probably nothing that has done so much for elementary education in this country, as the establishment of the various Normal Schools, that now supply the best of the elementary teachers. The untrained teachers are no doubt in individual cases quite as good as the trained. But if we look from individual cases to the mass, the superiority produced by training becomes evident. It is to the training schools that the great improvement in elementary teachers is really due. And in favour of the establishment of such a training school for masters to conduct secondary education may be quoted the authority of [1] Mr. Lake, Mr. John Stuart Mill, and Mr. Twisleton.

The example of France points in the same direction. The Normal School at Paris is the pivot of their whole machinery. Filled by open competition with the pick of the French youth, officered by the very best professors that can be found, it annually supplies the French schools with teachers not surpassed in the world.

The success of such institutions does not appear to be mainly due to the lectures given to the students in the art of teaching, nor to practice in the practising schools. These direct preparations for the profession no doubt have their value, but they do not really contribute so much to the result, as might seem at first sight. What makes a training school effective, is that the purpose for which the professors teach in it, and the students study, is always present to their minds. Every lecture is given with the idea, that those who hear it, are afterwards to use it for the purposes of teaching. The students in all their reading read with that aim.

[1] Answers to Circulars, vol. ii. pp. 46, 65, 79.

The examinations at every stage of the course are adapted to encourage the kind and form of knowledge, that can be best used in that way. This incessant direction of the mind to one particular mode of employing knowledge makes eventually a very great difference in the results of the study, by which the knowledge is acquired. A man so trained attains much more clearness, method, and precision, than if he had been simply studying for his own improvement. Moreover, all the professors in such circumstances become, unconsciously, models of method. A student catches much of the manner of a successful lecturer whom he has attended, and, by being taught, himself learns to teach.

When to all this, which applies equally to all training schools that endeavour to do their duty, is added, that the professors and the students are the very best, that can be got in France, it is not to be wondered at, that such results should be produced from the French *Ecole Normale*.

Reasons against it.

But, on the other hand, it cannot be said that such a school is a necessity; for the Prussians have no such training school, and yet their teachers are admirably qualified, and in many respects better adapted to succeed in English schools, than the French teachers would be. The French teachers are teachers and nothing else. They are not educators. They do not undertake to form the character. They do not undertake to govern as well as instruct. And their ordinary training seems, if anything, rather to disqualify them for such an office, by leading them to give their minds too exclusively to the development of the intellect and to the art of imparting knowledge. In what is required of English masters the untrained, but by no means unprepared, Prussian teachers seem superior.

And every training school has in some degree the fault, that attends all strictly professional places of instruction. It tends to narrow the mind a little; to give too distinctly professional a cast to the character. It is complained, that the trained masters in this country often show, that they would have been the better, had they been educated in company with those, who were preparing for other employments.

But the great objection to the establishment of a training school for masters in the endowed schools by the State is, that it would almost inevitably give the Government an undue control over all the superior education of the country. If the training school were to be supported by public money, it must be managed by the Executive, which is responsible for the public money to Parliament. The general tendency of the teaching, the relative importance of different studies, the character of the

men appointed to the professorships, would be placed under Government control. We are of opinion that this would neither be in accordance with the wishes of the country, nor desirable in itself. The probability is, that the resources at the disposal of the Government would make it impossible for rival institutions to compete with a Government training school, and there would consequently be no room for that variety of development, that free competition of all opinions and methods, that ready opening to originality and novelty, to which England unquestionably owes so much.

Moreover the cost of a training school such as that of Paris would be considerable, and whatever money can be spared from the public revenue for the purposes of secondary education ought not in our opinion to be spent in the first instance on such an object. Without asserting that under no circumstances would the expenditure of public money on a training school be justifiable, we are not of opinion that it would be justifiable now. We are confirmed in this view by the emphatic manner, in which[1] some witnesses of great weight express their dissent from the suggestion, that such a training school should be established. Mr. Sotheron Estcourt is entirely opposed to normal training in Government schools or institutions as a means of supplying teachers. The Bishop of Peterborough does not think training schools necessary. Mr. Miall believes that "training schools "would be a decided mistake." To these might be added several others who concur in the same opinion, but do not express it so forcibly.

Normal school not recommended.

But many of the advantages, which a training school would give, might, perhaps, be obtained, with none of these disadvantages and at much less cost, by a well-devised system of certificates. These certificates ought, of course, to be given after examination, and the examination should aim at testing, not the candidate's knowledge only, but whether his knowledge is adapted both in form and substance to the uses of his profession. The certificate should state precisely the particular subjects in which the candidate has proved his proficiency. When once the nature of the certificates was understood, men would prepare for them by studying with the special view, towards which the examination pointed. The certificates and the study necessary to get them would soon begin to have in some degree the same effect on those, who intended to be teachers, as that which we remarked above to be produced by the training schools. The examination

Certificates recommended.

[1] Answers to Circular, vol. ii. pp. 6, 40, 59.

would not necessarily be difficult; but it should be precise and strict, and it would be essential, that the body intrusted with the duty of examining should be absolutely above suspicion.

These certificates would supply a registration.

This would meet without further difficulty the chief desire of those, who are seeking for a Scholastic Registration Act. The register of those, who had obtained such certificates, as we describe, would be precisely such a register, as these witnesses appear to desire; and we do not see the need of any further legislation for the purpose, than would be necessary to work out what we now propose. For although there were some, who spoke of disallowing the recovery of school fees, except by teachers who had been registered, and some even proposed, that teachers, who had not been registered, should be altogether prohibited from keeping private schools, we are not of opinion, that it would be expedient to go beyond permitting all teachers to be candidates for certificates, and requiring all masters of endowed schools to have obtained them.

Certificates and testimonials required for a head mastership.

Governors of endowed schools ought, then, to be required to appoint no head master who cannot produce,—

1. A certificate as above described of knowledge of the subjects to be taught in the school.
2. Proper testimonials of character.
3. Testimonials of experience as a teacher.

The last he would, of course, obtain by teaching as an assistant in some school of good repute. It might be possible hereafter to introduce the Prussian system, or some modification of it, and require every candidate for the profession to attend a good school for a year, and observe its methods. But at present the schools are not well enough known to make a selection possible, and the selection moreover, if possible, would be invidious. On the other hand, such attendance at an inferior school would be of no value. Testimonials, on the contrary, to experience as a teacher would stand on a different footing. They would be weighed, just as all other testimonials are, and those who had to appoint might give weight to one testimonial, rather than another, without any danger of causing ill-feeling or exposing themselves to odium. We are aware, that there is much to be said in favour of allowing the appointment of wholly untried men to head masterships. Some of the greatest of our head masters have never taught in schools before their election to the headships they have held. This was the case, for instance, with Dr. Arnold. But it must be remembered, that nothing tends to attract able men into a profession so much, as the hope of a career, and the hope of a career greatly depends on the likelihood of promotion.

If all the great prizes are given to those who come in as it were from outside, able men will refuse to accept the inferior posts, and the profession is damaged by being divided between men of ability, without experience, at the head, and inferior men, with little hope of rising, in the lower places. The great difficulty of finding good assistant masters is in a large measure due to the fact, that such masters are not only ill paid, but are cheered by no prospect of future reward. A curate stands in a higher position, because he may one day be Archbishop of Canterbury; an ensign knows that he may one day command an army; in every profession it is the hope of rising, far more than the immediate emoluments, that fills its lower ranks with capable men. The same rule seems to apply to the profession of teaching. Nor do we believe that such men as Dr. Arnold would be excluded by the rule that we propose. He always intended to devote himself to teaching. And if the road to a position fit for his talents had then required him to pass a year or a couple of years as an assistant master in some great school, there can be little doubt that he both could and would have thus qualified himself for the post which he afterwards held.

Certificates and testimonials required for assistant masterships.

Head masters of endowed schools, again, ought to be obliged in appointing assistants to require,—

1. The certificates of proper attainments.
2. Testimonials to character.

For whilst we think, that in each case the appointment of assistants should be left absolutely to the head master, we do not think, that he should be set free from the obligation imposed on the governors to appoint men of certified attainment. Assistant masters, however, need not be required to have previous experience in teaching, but may be allowed to begin the practice of their profession in their posts.

With these regulations to exclude incompetence, and to give true ability and proper preparation its rightful pre-eminence, we think, that as much will be done to secure qualified teachers for the endowed schools, as it will be wise to try. There is no lack of opportunities for study in this country for those who seek them; and men may be left to prepare themselves, if only it be indicated with sufficient clearness what preparation is needed, and if the result, when obtained, can count on receiving an authoritative stamp. The certificates will do both these things. The general interest in education, now steadily increasing, and the demand that is certain to follow for the best teachers that can be got, will do the rest.

It is probable also that many of the masters who have been trained in the training schools for elementary teachers will qualify themselves to take charge of third or second grade schools. Perhaps, although no training school for teachers in superior schools shall be established by the State, such institutions may be founded by private energy. In one way or another the demand for teachers is likely in the end to bring the supply.

Finally, it is necessary not only to obtain qualified teachers, but to remove those whom age disqualifies. The more considerate course is to fix by law an age of superannuation. Every man then knows precisely to what he has to look forward, and is bound to prepare for it. If the endowment is able to give a pension, he may hope to get one; if not, he must, before the superannuation day comes, make the necessary provision for himself. The governors would not be tempted to retain an incompetent master out of pity. The master would not be tempted to linger on simply because he has nowhere else to go. If all masters were superannuated at the age of 60 or 65, every one would know from the time of his appointment what lay before him.

Teachers should be superannuated at a certain age.

5. *Management of Schools.*

It seems desirable, that the different duties and powers of the various authorities in charge of schools should be precisely defined.

a. To the Head master, in our opinion, should be assigned all the internal discipline, the choice of books and methods, the organization, and the appointment and dismissal of assistants. With these matters the governors should not be allowed to interfere. It is a difficult question, whether in day schools he ought to be allowed to expel boys without reference to the governors. For a boy sent away from a boarding school may be transferred, probably at no additional expense, to a private tutor, or, possibly, to another boarding school; but it is not always possible to find another day school within reach, and expulsion therefore becomes a much more serious punishment. The great argument in favour of leaving the power to the head master is, that he is probably the best judge of a boy's faults and of the mischief which he may be doing in the school. But on the other hand a master may lose his temper, and be provoked into inflicting an irremediable punishment, which for the sake of his position he will be unwilling to revoke. On the whole it seems best to allow a master to suspend a day scholar till the end of the term or half year, but not finally to expel without the governors' sanction.

Powers of head master

Powers of Governors.

b. The Governors of the school should have the absolute management of the school property, subject to the duty of submitting their accounts to an annual audit. The legal estate should not be held by them, but by the official trustee appointed under the Charitable Trusts Acts; this would at once make any wrongful alienation impossible, and do away with the expensive mode still often, though needlessly, adopted, of re-conveying the property when new Governors are elected.

The Governors, subject to the sanction of the Provincial Authority, should determine what subjects should be taught in the school, and what should be their relative importance. They should fix the fees to be paid by the boys, and should either receive all payments made by the boys through their treasurer, or require the master to account for them. They should have the absolute control of all moneys thence arising, and should pay the masters their salaries. They should determine the times and the length of the holidays. They should appoint and dismiss the head master at discretion and without appeal, subject to the regulations already proposed. Lastly, if the school is a boarding school they should license the boarding houses, and no boarding houses of any kind should be permitted in connexion with the school except by their consent; and if, for instance, in a school where the masters had the boarding houses, it ever became necessary on religious or other grounds to authorize a boy to board elsewhere than in a master's house, they should have the absolute power of making the proper arrangements. To allow unlimited licence of boarding has two evils; it is destructive of the discipline of the school, since these boarders are under the control neither of their parents nor of any responsible school authorities; and it wastes the profits of the boarding, which ought to be devoted to the improvement of the teaching.

Powers of Provincial Authority.

c. Lastly, we think that it should devolve on the Provincial Authority to decide two important questions; one, the grade of the school; the other, whether the school is to be a purely day school or to be allowed to have boarders.

Neither of these questions can be determined without considering all the schools of a district. At present the classical schools are damaging each other by a competition for scholars, when a sufficient number of scholars is not to be had. The number of boys in a county that would be the better for a thoroughly classical education is limited, and if they were collected into one or two large schools, it would be possible to give them thoroughly good teaching. While they are scattered over a great variety of small schools, they get good teaching nowhere.

The same remark applies in a less degree to boarding schools of the second grade. Most counties could perhaps fill three or four and keep them in a state of thorough efficiency. But it is not likely that more would be wanted, at any rate for some time to come. The great number of schools of the second grade, and probably almost all those of the third, would be day schools purely. It is evident that the determination of the position, which each school is to occupy, when all are thus brought into mutual relations, can only be decided by a fair consideration of the claims and needs of a considerable area, such as a county. The decision should be intrusted to some authority capable of looking into and appreciating local circumstances; but that authority should have a wider range than the governing bodies of the separate schools.

The Provincial Authority would be, in our opinion, the proper body to draw up new schemes for the regulation of schools within its province, and submit them through the Charity Commissioners or some similar Central Authority to Parliament. The Provincial Authority should sanction the scale of fees and the subjects of instruction proposed by the local governors, and the regulations for exhibitions and free scholarships. And finally, if there should arise a dispute between the master and the parent of any of the scholars, the Provincial Authority would, in our opinion, be the best tribunal to determine it.

6. *Inspection and Examination.*

Inspection and examination necessary.

There is an almost universal agreement that some sort of inspection and examination cannot be dispensed with, if the schools are to be maintained in thorough efficiency. Even the best masters will not do so well without this aid as with it. On the Continent all schools that in any degree claim a public character, and sometimes even private schools, are required to submit to such a review of their work. In this country inspection has been the most powerful instrument in the improvement of elementary education.

We are decidedly of opinion, that every endowment for education of whatever kind, from endowed schools of the first grade to endowed schools for elementary instruction, ought to be subject to periodical inspection. The whole country has an interest in these endowments, and has a right to know how the property is used, and whether the results produced are commensurate with the means. If the endowed schools are not doing good, they must do harm, by standing in the way of better institutions. The public has a right to see that they are doing good, and not harm. Inspection is necessary to prevent waste, to secure

efficiency, to prepare the way for improvement. If all endowments heretofore had been regularly inspected, it is hardly conceivable that the grammar schools should have fallen into their present condition.

Present examinations not sufficient for the purpose.

We have already described in our second chapter the examinations which at present influence the work of schools more or less, and have pointed out how far short they fall of the thorough and complete review which appears to be needed. Many schools have examinations by the masters, or by examiners whom either the masters or the governors have appointed; but their examinations want the weight of independent public authority. Most of the schools again are seriously affected by the various examinations, competitive or other, which boys now have to pass in order to enter several colleges at the universities, the professions, or the civil service. But as tests of school work these examinations are not sufficiently direct and close. They do not supply sufficient data by which the work can be fairly judged. The Local Examinations of the Universities of Oxford and Cambridge, and the examinations of the College of Preceptors more nearly supply the need, than anything else now in existence. But the examinations of the College of Preceptors have not sufficient authority in the country at large, and the local examinations of the Universities, though most of the ordinary objections to them would disappear, if the schools were required to send in whole classes, instead of selected boys, seem to be hardly easy enough to test the work of any large proportion of the scholars.

What is wanted, is first an inspection of the state of the buildings and apparatus, and of the discipline and general working; and, secondly, an examination of the scholars.

Inspection.

The inspection ought to be conducted by special and permanent officers, appointed by the central Government. One such inspector for every Registrar-General's division would probably be sufficient. For it would not be necessary that he should personally visit every school annually; a visit at least once in three years, in schools of the third grade perhaps once in two years, would be enough, if the boys were examined annually besides. When the inspector visited the school, he would of course make a thorough report on its whole condition. Whether he should on such an occasion examine the boys or not, might be left to his own discretion. The salaries of these officers ought, we think, to be charged to the public revenue. Such an expense, already incurred for elementary education, is no more than may fairly be claimed on behalf of the education next above it in rank. And it is obvious, that it is best, that per-

manent officers appointed by the central Government should be paid by those who appoint them.

For the annual examination of the scholars additional officers will be wanted. The examination of elementary schools is conducted by Her Majesty's inspectors at the time of their visits, and for such schools one time is nearly as good as another. But in more advanced education it would certainly be a serious hindrance to the work of the schools, if they were required to have their examinations at irregular times, or in fact at any time except the close of an ordinary term. The arrangement, by which the Local Examinations of the Universities are held simultaneously for all schools at a time which suits the convenience of the schools, is one reason of their success. Examination.

The inspector should therefore annually have the assistance of a Court of Examiners for each county in his district, appointed by the Universities or some similar independent authority. They should be sufficient in number to examine a fair proportion, say one-third, of every school in the division. The Governors and Masters should be required to notify beforehand the subjects in which they wished their scholars to be examined, and papers should be set accordingly. Since as many as one-third of each school would be presented for each examination, it would not be necessary to collect the boys at centres, but all candidates might be examined at their own schools, or at least in their own town. A very short *vivâ voce* examination might possibly be arranged to follow the paper work.

The results might then be published in a class list for each county. In this list the boys should be arranged in classes, but in alphabetical order in each class. The Universities, or some Central Authority should make the regulations for determining the qualifications to be required for each class. These regulations should be governed by two principles. One is, that the examination should not be competitive, but a fair test of average work. It should, as far as possible, follow the Prussian rule, and be such as "a scholar of fair ability and proper diligence "may towards the end of his school course come to with a "quiet mind and without a painful effort." For this reason it would not be necessary, nor even advisable, that the papers given to every school should be the same. To use the same papers as far as possible would of course be allowed in order to save trouble and expense, but it should not be done to such an extent, as to give the examination the character of a race. The papers should be not such as would strain clever boys and throw boys of inferior capacity hopelessly out, but such

as would enable clever boys to do well and all to do something. The other guiding principle is, that as far as possible the schools should be tested in the work that they profess to do. It is not meant by this, that they should be encouraged or allowed to cram particular text books; on the contrary, it would probably be best that the questions should rarely be taken from the books that had been read; but the examination should be as far as possible adapted to the school work, and should not require the school work to be adapted to it.

Examiners.

In appointing the examiners it would be, not only allowable, but desirable to take masters actually engaged in teaching, provided they had not to examine in their own county. It would probably be difficult otherwise to find examiners enough, since these examinations would be going on all over England at the same time. And men experienced in teaching have the great advantage of knowing what boys can do, and what they cannot, whilst inexperienced examiners are very apt to overrate the powers of boys, and to expect what is impossible. It would not be wise that masters only should be appointed, but two-thirds of the examiners might be masters with advantage to all. It may be remarked that the London University in appointing examiners always endeavours, if possible, to secure the services of men, who have had experience in teaching.

Expense of Examinations.

The expenses of the examiners and of the examinations over and above what could be met by a tax as above mentioned on endowments, should be paid by the Governors of the schools out of the fees of the scholars. This should be one of the recognized school expenses, on the same footing with the salaries of the masters. The charge now made by the universities for the junior local examinations is 20*s.* for each candidate. The examinations that we have described, taking in less advanced boys, and more economically organized, would probably cost less. As only one-third of the scholars would be examined, the annual addition to the school fees of every scholar in the school would therefore amount to 5*s.* or 6*s.*

7. *Wasted Endowments.*

Under the head of wasted endowments we include—

a. Endowments for education too small to be of any real service by themselves.

b. Endowments which, originally intended for advanced, have, for one reason or another, been converted to elementary education.

c. Endowments which were not intended for education, but being now mischievous or useless, may be considered, according to the terms of our Commission, such as may "rightly be made applicable thereto."

a. The small endowments described in the second chapter, consisting of a few pounds a year, without even a building for a school, can be made of no use, except by consolidation or enlargement. Wherever there are several such endowments in one town or parish, they ought to be united, the trustees of each being represented on the joint trust. Where, on the other hand, such a foundation stands alone, every facility should be given for enlarging it by subscriptions, or by attaching to it a proprietary school. The trustees of the original foundation should be required, if it be thought expedient by the Provincial Authority, to accept the enlargement, and to admit the representatives of the new foundation on the enlarged trust. In one of these two ways many of these endowments may certainly be made useful as some seem likely to become, for instance the Grammar School at Taunton.

Small endowments should be consolidated, or enlarged,

In many cases a small endowment in a rural parish might be made the nucleus of a third grade school, in close connexion with the elementary school of the place. Our Assistant Commissioner, Mr. Fitch,[1] has some excellent remarks on the good that may be done by thus attaching an upper department to an elementary school, and on the safeguards by which such an arrangement ought to be protected from abuse. A third grade school for small farmers or shopkeepers, at a charge of 3*l.* or 4*l.* a year, into which boys from the elementary school might be drafted if they deserved it without increase of fees, the difference being paid on their behalf by the endowment, would appear to be an advantageous arrangement for all parties.

or made the upper department of an elementary school,

There may, however, be some cases in which neither of these methods can be adopted with advantage. In that case it might perhaps be best to allow the Provincial Authority to throw the endowment into a common fund for the whole county, specially to be employed in giving exhibitions by open competition, to enable boys in third grade schools to continue their education at schools of a higher grade. In some cases it is difficult to determine whether an endowment was intended for elementary education, or for secondary education. In all such cases it would seem to be best to empower the Charity Com-

or turned into exhibitions.

[1] pp. 218, 219.

mission to decide the point according to the circumstances and needs of the place.

Endowments that have sunk to elementary education should be rescued.

b. Some endowments which were originally intended for advanced, have sunk to the purposes of elementary, education. This is the more to be regretted, because most often, in ceasing to be devoted to the purposes of higher education, they have practically ceased to be charities in any sense whatever, and simply take a burden off the shoulders of the proprietors in the neighbourhood; "the poor of the parish are probably worse "off than their neighbours, while the landowners are certainly "better off." Those who would otherwise be pressed to subscribe for the school, excuse themselves on the ground, that the endowment makes it unnecessary. If any of these endowments are to be finally handed over to the purposes of elementary education, it seems to us that they ought to be under the inspection of the Committee of Council. Under no circumstances ought any endowment, in our opinion, to be allowed to escape regular and careful inspection. But the need of money for the improvement of more advanced education is so great, that there ought to be very strong reason, to justify acquiescence in the transference of these endowments from their original purpose. These endowments, as far as they were intended for the poor at all, were intended to enable children of superior abilities to obtain an education otherwise out of their reach. If they were attached as exhibitions to some third grade school, to enable the scholars to go to a school of a higher grade, or to some elementary school, to enable the scholars to attend a third grade school, they would be strictly fulfilling a part, probably the most important part, of their original purpose. As long as they are devoted to elementary education, they are practically diverted from the poor altogether, and this is all the more objectionable, because it is generally defended on the ground, that the poor have the first claim on the money.

Useless, mischievous, and obsolete charities.

c. It is well established, that there are many charities, which are now either useless, or mischievous, or the purposes of which are obsolete. It would have extended our inquiry beyond all reasonable length, if we had endeavoured to get anything like an approximate account of them, since they are not defined by any such limit, as would bring them undeniably within the scope of our Commission. In every separate instance our right to inquire might have been challenged on the ground, that the charity, into which we proposed to make inquiry, was doing its own proper work, and was neither applied, nor rightly applicable, to purposes of education. Yet the general fact would be all but universally

admitted, that charities do exist with which the Legislature ought to interfere, even to the length of transferring them entirely to purposes of education, though not originally intended for such purposes. Many such cases have been mentioned by our Assistant Commissioners; and in not a few instances have the Charity Commissioners expressed opinions to a similar effect. In some cases, of which we have given instances in our second chapter, the conversion of such charities to purposes of education has taken place, and no one has since seen reason to regret it.

Parliament should declare them convertible.

To deal with these charities we recommend that Parliament should first declare certain classes of charities convertible (not meaning by that to be necessarily so converted) to purposes of education. These classes are such as the following.

Endowments given or left for—

a. Doles in money or kind, and particularly in bread.
b. Apprenticeship and advancement in life.
c. Marriage portions.
d. Redemption of prisoners and captives.
e. Relief of poor prisoners for debt.
f. Loans.
g. Public purposes in some cases, *e.g.* the making of roads, bridges, &c.
h. Charitable purposes at the absolute discretion of the Trustees.
i. Objects which have failed altogether, or have become insignificant in comparison with the magnitude of the endowment.

The last head deserves particular attention. Under it would fall the numerous endowments for elementary education which are now doing no good at all proportionate to their wealth. Many of these endowments might be made of the greatest use. They might afford to many meritorious poor boys the means of rising to a higher cultivation. They might stimulate and improve the schools over a considerable area by offering openings to their best scholars. They might be made models of what schools ought to be. They might possibly in some cases be made technical schools, and filled with picked scholars. How they should be used in each case would depend on the circumstances of the case. But a Local Authority would be able without difficulty to decide such a question. The same remarks will apply in some measure to all the above mentioned endowments. They are often useless, and even mischievous. They might be made very useful.

Provincial Authority should bring them before Charity Commission;

For this purpose any person whatever, but especially any authorities concerned with schools, might be authorized to bring any charity, more than 30 years old, and falling under one of these classes to the notice of the Charity Commission, who should then be empowered, if they thought fit, to inquire into the charity, and determine on the balance of all the evidence whether it was, wholly or partially, useless, or mischievous, or its purpose obsolete. If the decision was to this effect, it should then be referred to the Provincial Authority to prepare a scheme for the appropriation of the charity, or of such portion of the charity as was covered by the decision, to purposes of education, taking care that the locality and class of beneficiaries indicated by the founder were not excluded from the proposed recipients of the charity in its new form. It might be advisable to spend the money in founding, enlarging, or otherwise improving a school on the spot; or in providing exhibitions for schools in the neighbourhood; or, lastly, in adding to the county educational fund. To what precise purpose the money should be applied, would be a matter to be determined, only after a full consideration both of the charity itself and of the needs of the neighbourhood, and that, therefore, ought to be left to the Provincial Authority. To the Provincial Authority should also be left in each case the important question, whether religious instruction should be given in any school that might be established out of the funds, and, if so, what the religious instruction should be. But the scheme, when prepared, should go back to the Charity Commission for approval, and be finally laid on the tables of the Houses of Parliament, to be rejected if either House passed a resolution to that effect.

and should prepare a scheme,

to be laid by Charity Commission before Parliament.

We do not contend that the interference with the foundations here proposed would not be very serious. But we submit that many of these old charities do very serious mischief, pauperising and otherwise demoralising those whom they are intended to benefit, bringing a bad name on charitable institutions in general, maintaining in many cases a mischievous kind of patronage, and at the very least wasting year after year through a long period of time a part of the national wealth. We submit that these evils have been exposed over and over again, and that all reflecting men are agreed in lamenting them, while the only ground for leaving them unredressed is the unwillingness to touch arrangements made by founders, an unwillingness always to be treated with respect, but not to be allowed to overrule all other considerations.

Summary of Improvements recommended in Endowed Schools.

In conclusion we give a brief summary of the improvements that we recommend. Summary.

We recommend:—

a. That the Head master of every endowed school—

1. Shall appoint his assistants, subject to their possessing proper certificates of attainment and testimonials to character, and shall dismiss them at discretion.
2. Shall be supreme over the discipline, and may suspend, but shall not expel, a day boy, without sanction from the governors.
3. Shall regulate all text books, methods, and organization.

b. That the Governors of each school shall have power and, if need appear, be required—

1. Subject to the scheme prepared and sanctioned by superior authority, to spend money on building, to change the site of the school without removing it from the town or parish, to pay the school fees of foundationers, to guarantee a certain income to the master for a limited time, to vary, consolidate, or abolish exhibitions, to found new ones, and generally to use the funds of the endowment, as shall be found expedient for the good of the school.
2. Subject to the limits prescribed for the grade of the school, to determine the subjects of instruction.
3. Subject to the same limits, to fix and receive all fees to be paid by the boys, and to fix and pay all salaries to be paid to the masters.
4. If the school be declared a boarding school, to build and provide for the management of a hostel, and to grant or refuse licences for separate boarding houses.
5. To appoint the head master, subject to his having certificates of attainment, testimonials to character, and testimonials to experience, and, under certain regulations, to dismiss him at discretion; to determine the number of assistant masters; to sanction the expulsion of day boys for misconduct; to fix the length and time of holidays.

c. That some Provincial Authority shall have power and be required, subject to the approval of a Central Authority—

1. To fix the grade of the several schools of a district in relation to one another.
2. To propose schemes for the regulation of the trusts in

each endowed school in their province, and in particular to sanction the expenditure of money on buildings, or a change of site within the town or parish, and in certain cases to order the removal of a school to a different parish; to substitute merit for residence or any other qualification for receiving gratuitous instruction, and otherwise to make rules for the admission of foundationers; to sanction the variation, consolidation, and creation of exhibitions; to convert free boarding schools into day schools, or to make rules for filling them by merit; to levy a tax on the income of all school endowments for the payment of examiners.

3. To abolish certain religious restrictions in all except exclusively denominational schools; and to hear appeals from parents who consider themselves aggrieved in this regard.
4. To decide which schools shall be purely day schools, which purely boarding schools, and which both.
5. To consolidate, or sanction the enlargement of, small foundations, or to suppress them as schools and convert them to exhibitions.
6. To bring before the Charity Commission all endowments for other purposes than education, which appear to be useless, mischievous, or obsolete, and, if necessary, to propose schemes for their conversion.

d. That some Central Authority shall have power and be required,—

1. To receive all schemes from the Provincial Authority for the resettlement of educational trusts, and, if approved, submit them to Parliament.
2. To appoint one officer for each Registrar-General's division, who shall personally inspect every endowed school for secondary education in his division at least once in three years; shall preside over a court of examiners for each county in his division, and with their aid examine one-third of the boys in each endowed school every year; shall report annually on the endowed schools for secondary education in his division.
3. To provide for the audit of the accounts of every endowed school for secondary education or other educational foundation every year.
4. To provide for the regular inspection of endowments for elementary education, unless they shall be inspected by the Committee of Council.

5. To inquire, if required by the Provincial Authority, into endowments not originally intended for education, and to decide, subject to appeal, whether any be useless, mischievous, or impracticable, and ought to be converted to purposes of education.

e. That some different Central Authority, on which it is very desirable that the Universities should be represented, shall have power and be required,—

1. To appoint courts of examiners for each county, on the requisition of the officer charged with the duty of presiding over the county examinations.
2. To draw up general regulations for these examinations.
3. To make arrangements for the examination of candidates for the office of schoolmaster, and for granting them certificates of special knowledge.

SECTION II.

THE MACHINERY SUGGESTED FOR CARRYING THE PREVIOUS RECOMMENDATIONS INTO EFFECT.

Importance of proper machinery.

THE measures that we have recommended are not necessarily dependent on the machinery, that might be employed for carrying them into effect. More than one method might be devised for doing all, or nearly all, that we propose. But, at the same time, much depends on the machinery. The task is difficult, both because of its extent and because of its novelty. It will require much vigour, much patience, much tact and readiness of adaptation. Whoever undertakes it will have to contend with deep-rooted prejudices; will have to be content with frequent failures, more or less complete; will have to win his way by slow degrees. The machinery to be used is not of equal importance with the results to be attained by it. But we cannot doubt that much will depend on the machinery, and that all our recommendations may fail of their effect, unless the means devised for working them out be well adapted to the need.

To recommend what should be done is more certainly and properly our duty, than to recommend how it should be done. But when so much depends on the method followed, we consider ourselves bound to express an opinion on that point also.

To enlarge the powers of existing Authorities not enough.

Something might be done by simply enlarging the powers of the present authorities, and leaving the duty absolutely in their hands. If the present Trustees or Governors in charge of schools were intrusted with the powers and duties, which we propose to

assign to such Governors, and the Charity Commission were similarly intrusted with the powers and duties, which we propose to assign both to Provincial and to Central Authorities, considerable progress might be made in course of time by simply following the quiet, cautious, method hitherto followed. The Charity Commission has done much, and if it had had larger powers, might have done more. And if its powers were now enlarged, it would have the additional advantage of more complete information than it had before.

Grouping necessary.

But the work that has to be done, in order to make the endowed schools thoroughly efficient, is in reality different, not in quantity only, but in kind, from that which has been hitherto done by the Charity Commission. The Charity Commission has hitherto dealt with schools one by one, and has endeavoured to improve them with little relation to each other. It appears, however, from the careful review that we have made of the condition of all education above the elementary in this country, that it is essential to efficiency, that the schools over a considerable district shall be dealt with in relation to each other. The necessity of thus grouping the schools has been pressed upon us by witnesses of the highest authority; and our own consideration of the facts laid before us has led us to the same conclusion. To decide whether a school ought to be of the first grade or of the second is not possible, unless it be considered, what other schools of either grade may be within reach. To decide whether a school is to be purely a day school or to admit boarders demands a knowledge of the other boarding schools in the district, since it is evident that at present many boarding schools are simply damaging each other by a competition for which there is no room. This work of fixing the grade of the schools is entirely new, and will require new machinery.

Local knowledge will be required.

Nor, again, is it enough that machinery should be created to deal with this work as a whole. It should be adapted to deal with the separate parts. It should include men taken in each case from the districts in which the changes are to be made; capable of understanding local feelings and local prejudices; capable of adapting every change to the peculiar circumstances of the neighbourhood. One of our Assistant Commissioners, Mr. Hammond, to whom we assigned two districts at a distance from one another instead of a single larger one, has taken the opportunity to contrast the two districts with each other. He points out in how many particulars the schools in Norfolk differ from those in Northumberland. And there can be no doubt, that *all* these differences would have to be carefully considered in remodelling

the schools in each of these counties, and that rules which might be wise in one would be inexpedient in the other. Such local differences cannot be really dealt with by a central authority alone; they require the co-operation of a local body; a body which, as a matter of course, must be capable of looking at the county, or perhaps several counties, as a whole, but which shall know the district well, and not act in mere dependance on the reports of its officers.

The work should be done speedily.

Moreover, the work to be done is very considerable, and, if it is to be done really well, it ought to be done, as nearly as possible, simultaneously. To fix the grade of the schools at a rate which implies that some are to be reorganized at once, and others are to wait 20 years, would be neither just nor effective. By the time the end was reached, the beginning would have to be done again, and at no time would the schools as a whole be in right relations to each other. And there is much to which Parliament would refuse, and rightly refuse, its consent, if laid before it piecemeal, but which might be more favourably received, if presented as parts of an organized whole.

Further, the annual examination of the schools on any systematic plan is not work that could be well discharged by the Charity Commission, and yet it is one of the essentials to their permanent efficiency.

New machinery required.

For these reasons we are of opinion that some more complete machinery will be required than the mere enlargement of the powers of existing authorities, and we proceed to suggest what, after very careful consideration, seems to us most likely to attain the ends proposed. For this purpose it will be convenient to speak separately of the means to be taken to secure—

1. The efficient management of the property and of all that depends on the property, and the regulation of what the endowment ought to do,—the external management.
2. The regulation of the examinations, whether of scholars or of candidates for the office of schoolmaster, that is, the internal management.

1. *The External Management.*

Changes have hitherto been made by Chancery, or Charity Commission, or Act of Parliament.

The changes we have recommended imply a modification of a great many trusts; in most cases a very slight, in some cases a very large modification. Such changes have hitherto been made either by the Court of Chancery, or by the Charity Commission, or, where something appears to be required transcending the powers of either of these bodies, by an Act of Parliament drawn

up on their recommendation. The cases that are dealt with in Parliament appear very often, not so much to differ in principle from those which are determined by the Court of Chancery, as to be incapable of being treated in accordance with the precedents of the Court. But as a general rule it may be said, that the Court of Chancery holds itself capable of altering trusts which cannot be executed, or at any rate not without manifest absurdity; but not of altering trusts which can.

Court of Law not suited to deal with these questions.

A court of law is in many respects not the best tribunal for deciding questions of this kind, which are much more often administrative than judicial, rather matters "[1]of policy and common sense than of law." To decide such questions it is absolutely necessary to have large discretionary powers, and, as [2]Lord Westbury remarks, "the habits of a court of justice unfit them "for the large views which should regulate the exercise of "such powers." And if this is the case in dealing with schemes as they have been hitherto dealt with, *à fortiori* it applies to any re-organization of the trusts over a whole district, which is to treat them in their mutual relations, instead of dealing with them one by one. It would be quite out of the usual course of a court of equity, and a matter for which its machinery is unfitted, to consider not only the trust before it, but its relation to all the other trusts over a considerable district. Both the reason of the thing and the weight of evidence appear to concur in pointing to the expediency of removing these questions from the Court of Chancery; and this opinion, as we have more fully stated in our fourth chapter, is confirmed by the adhesion of several of the highest legal authorities.

Administrative Board required.

For these reasons we propose to substitute the action of an administrative Board with the consent of Parliament, in the manner which we shall presently describe, for that of the Court of Chancery, in dealing with all educational endowments, except in two cases. The Court of Chancery ought, in our opinion, still to retain its jurisdiction in deciding claims to property and in dealing with misconduct on the part of trustees. It is obvious that where the question is whether a certain property belongs to a charity or not, the case must go to a court. And though under a proper system of control misconduct on the part of trustees would be exceedingly rare, yet probably nothing can entirely prevent it, and only a court can step in to set it right. In a case of disputed property the Court of Chancery would be open as at present to any one who professed to be able to make

[1] Sir R. Palmer, 14,171. [2] 16,634.

out a claim. But it would probably be best that it should not interfere to deal with misconduct on the part of a school trustee, except on the requisition of the proper Central Authority. For otherwise every case might be brought into the Court of Chancery in the form of a suit to deal with a breach of trust.

All other questions affecting educational trusts, except the two above named; the re-arrangements of the trusts themselves so as to adapt them to present needs; the administration of superfluous funds which may have accidentally accrued; the re-constitution of the boards of Trustees, should, in our opinion, be handed over to a different tribunal under the more direct control of Parliament itself. This tribunal is what we intended by the Central Authority mentioned in the previous section. And we shall therefore now proceed to speak in order, of the mode of constituting the Central Authority, the Provincial Authorities, and the Governing Bodies of schools, which we recommended in that section.

i. *Central Authority.*

Central Authority might be constituted by enlarging the powers of the Charity Commission.

To obtain such a central authority the most obvious course is to enlarge the powers of the Charity Commission, and to add to its strength. There is something to be said for appointing an entirely new Commission. For, if educational charities are to be separated from all others and dealt with by themselves, there might be some advantage in intrusting the control over the reorganization of these charities to an entirely different authority. But the Charity Commission has already acquired so much experience in dealing with schools, and by general consent, according to the evidence that we have received, has used it so well, that in all probability they would be able to avoid many mistakes that would be almost inevitable in the operation of a new Commission. And, moreover, the appointment of a new Commission would necessitate the discussion of many embarrassing questions on the limits of the province of each, and on the assignment of particular charities to one or the other, which would never arise if the present Commission continued in charge of educational as of other charities.

New members required and a President of the Educational Department.

To enable the Charity Commission to do the work that we have described, it will require additional members specially acquainted with all that concerns education, and of sufficient weight and reputation to have great influence with the country. If a Minister of Education should be appointed, he would of course be the President of the Commission for educational purposes, and it would be his duty to defend in Parliament the measures which the

Commission submitted for approval. In this case the Commission would have the advantage of being supported by the whole strength of the Government. In the absence of such a minister there is an advantage of a different kind to be obtained by keeping the administration of the schools independent of political parties. For this purpose the Chairman or President should be a man of great weight and experience, whose judgment would command the respect of both parties, and who could give his whole time and attention to the business of his office. Besides the Chairman there should be at least one member appointed on the ground of his knowledge of schools and of education generally; and more than one, if it were found that the work to be done required it. To these it would be desirable to add a member of Parliament, who would be able to explain in his place the reasons for every scheme that was proposed, to show its relations to other schemes, and in the absence of a Minister to answer any questions that might be asked.

Its duties.

The Charity Commission thus strengthened would be the central authority described in the previous section. Its duties therefore would be as enumerated before,—

1st, to approve or reject all schemes for the re-settlement of educational trusts, and if approved to submit them to Parliament.

2ndly, to appoint proper officers (such as we shall presently describe) for the inspection of the endowed secondary schools, and to require from them annual reports of the state of the several properties.

3rdly, to provide for the audit of the accounts of every endowment for secondary education every year.

4thly, to provide for the inspection of every endowment for elementary education, if not under the inspection of the Committee of Council.

5thly, to inquire into all charities which shall be referred to them as useless, or mischievous, or intended for purposes now obsolete, and to decide whether or not they ought to be converted to purposes of education.

Schemes not to be finally settled without consent of Parliament.

Of these duties the first is obviously the most important, and while we propose to withdraw it entirely from the Court of Chancery, we are not prepared to recommend that it should be intrusted to the Charity Commission without responsibility or control. Of the witnesses who were examined on this point some were in favour of reserving a power of approval to the Privy Council, some to Parliament; among the former may be specially mentioned Lord Westbury and Sir J. P. Kay Shuttleworth, among

the latter Sir Roundell Palmer and Mr. Hare. On the whole we are of opinion, that Parliament is the only body that can be considered as the supreme trustee of endowments, and that in some form or other the approval of Parliament ought to be obtained. Sir R. Palmer suggested that this approval should be given in the form of what he called Omnibus Bills, following the analogy of the Inclosure Acts. These Acts are passed to confirm Provisional Orders of the Inclosure Commissioners. The orders are merely referred to in the Acts and not set out, and consequently they are not discussed in detail, but either sanctioned or rejected without change. This plan is also that which was recommended by the Popular Education Commission. Mr. Hare suggested that Parliament should be asked to approve, not the schemes of the Charity Commission, but the principles of those schemes, as for instance "that there should be such an amalgamation of schools, "such a constitution of trustees," that "such changes should be "introduced in the way of capitation fees or scholarships," and that, the principles being thus sanctioned, the Charity Commission should have power to carry them into effect. But the simplest analogy and the one most easy to be followed seems to be that which is supplied by the Oxford and Cambridge University Reform Acts. The endowments with which they had to deal were very similar with those of which we are treating, and the changes to be made almost identical in principle with those which we are recommending. The Executive Commission in each of those cases were required to lay their ordinances before Parliament, and if not objected to within 40 days these ordinances obtained the force of law on receiving the assent of the Crown. Following this precedent we think that every scheme relating to a grammar or other secondary school, or to a charity proposed to be converted to that purpose, approved by the Charity Commission, should in the same way obtain the force of law unless either House within 40 days addressed Her Majesty against it. If on the contrary either House entertained such an objection, either to the scheme as a whole or to any of its details, as to request Her Majesty to refuse the Royal Assent, it should go back to the Charity Commission to be re-modelled. The Oxford, Cambridge, and Durham University Reform Acts, besides requiring the above-mentioned submission of the schemes to Parliament, also allowed an appeal to the Privy Council. And in the case of Durham the ordinances of the Commissioners were appealed against and rejected altogether as being beyond their competency to make. Such an appeal we think there ought to be on two points; first, whether the scheme proposed is

Mode of obtaining that consent.

Appeal to Privy Council in two cases.

within the competency of the Charity Commission to propose; that is, whether the charity in question is educational or not; and secondly, whether, if not educational, but proposed for conversion, it should be so converted. The former is a question of law for which the Privy Council seems to be the best tribunal; the latter, though involving questions of policy and not only of law, yet seems to require that the public shall be satisfied that every precaution has been taken against haste or undue bias. But beyond these two cases we see no advantage in the multiplication of appeals; and we think the reference to Parliament as above described would be enough. The endowments are scattered over the whole country, and must be dealt with in large groups. Petitions consequently against anything which the Charity Commission submitted to Parliament would be certain to find attention there. And it is difficult to see why the opinion of the Privy Council, where no question of law was concerned, should be better than that of the Charity Commission itself on a strictly educational matter.

Three limitations also suggested.

Besides the necessity of obtaining the approval of Parliament, and the liability in certain cases to an appeal to the Privy Council, it has been proposed, and we think rightly, that the proposed action of the Charity Commission should be subject to certain limitations. These would depend, 1, on the antiquity of the foundation; 2, on certain consents; 3, on the nature of the endowment.

Foundations not to be interfered with if less than 30 years old.

It does not seem reasonable to put recent foundations on the same footing as old. It is not possible to argue that a founder who died last year had no more knowledge of the circumstances of the present day than one who died two centuries ago. If a recent foundation is unsuited to the present time, the presumption is that the founder was mistaken in his judgment; if an old foundation, it is probable that the reason is to be found in the change of times. It may indeed be said, that if the grammar schools are now re-organized on a systematic plan, that is in itself so great a change of circumstances, that we might infer that a founder who died just before it was done, would have made different dispositions of his property if he had lived to see it. But this reasoning seems overstrained, and it might be well, as Mr. Hare has suggested, to limit the power of change, except in so far as is within the competence of the Charity Commission already, to foundations more than 30 years old.

Schemes to be framed by Provincial Boards.

The consent hitherto required has been that of a certain portion of the trustees. This was a reasonable requirement when the schools were to be dealt with separately. But the trustees are

not always the best judges of their relations to other schools in the district. We are of opinion that the duty of framing the schemes should not rest chiefly with the Charity Commission as it has done hitherto, but with the provincial boards, which we shall presently describe. They will be the best judges of local needs, and their consent will be sufficient. The Charity Commission having received a scheme from them, and approved it, need not require any further consent except that of Parliament.

Charity Commission to deal in this way only with educational charities, or charities convertible to education.

Lastly, the power of the Charity Commission to deal with trusts in the manner now described should be limited to educational charities, or to those which in their opinion ought to be converted to purposes of education. But the word educational ought to be construed in a wide sense, to include endowments for purposes of which education is a substantial part, and all bequests for clothing, board, prizes, advancement in life, if attached to schools or to education. It might be difficult to define educational charities with sufficient accuracy by Act of Parliament. But if this were found to be the case we should recommend that an appeal be allowed to the Privy Council to settle the question.

Small charities need not be referred to Parliament if Trustees consent.

On the other hand it has been suggested by Sir J. P. Kay Shuttleworth, that very small charities might be dealt with freely by the Charity Commissioners, with consent of a majority of their trustees, and without a reference to Parliament. It certainly seems advisable, that very small charities should be dealt with summarily, and not made the occasion of prolonged dispute. But there might be some danger that occasionally the trustees would not be ready to take a large view of the public interest, and to give up useless restrictions. It ought still, therefore, to be possible to proceed without their consent, but in that case with the same reference to Parliament as is required in dealing with charities of a large amount. In regard, however, to these small charities, we do not think it would be advisable to give an appeal to the Privy Council.

ii. *Provincial Authorities.*

Need of local provincial Boards.

The necessity of dealing with schools in groups seems plainly to imply a corresponding necessity of local provincial Boards to deal with them. The expediency of having such boards has been strongly pressed upon us by several important witnesses. In particular[1] Lord Fortescue has pointed out that local opposition to many changes would be probably much diminished and perhaps disappear if a considerable district,

[1] 11,955.

such, for instance, as a county, were handled by itself, and the endowments were administered for the benefit of that county.

We have most carefully considered all the suggestions on this point that have been put before us. It is plain that a local Board has some very great advantages over a central authority. It can act from personal knowledge of the district, and consequently can consult the feelings and peculiarities of the people. It can inquire into all important endowments on the spot, and give every person interested an opportunity of being thoroughly heard. If in any substantial degree it represents the people, it carries a force with it which it is impossible to secure in any other way.

Example of foreign countries.

The example of foreign countries points strongly in the same direction. France, in spite of its centralization, is broken up for educational purposes into eighteen academical divisions. Prussia is divided into eight provinces for the purposes of secondary education, with a provincial board at the head of the schools in each province. The Canton of Zurich is divided into eleven districts, with a school committee in each. In France this is done for administrative convenience, but in Prussia and in Switzerland, not only for that reason, but also to enable the people to take a more direct interest in the welfare and management of the schools. And, undoubtedly, much of the success of the educational system in these countries is due to this careful division of labour.

Difficult to devise such Boards.

But, on the other hand, it is exceedingly difficult to devise a satisfactory board for the purpose. Direct election would be the surest means of securing that living force, which, in this country, has always proved in the end the most trustworthy guarantee of permanent activity and efficiency. But it may be doubted whether an intelligent interest in the subject is at present sufficiently general, to enable the people at large to take the management of schools so entirely into their own hands.

Other modes of appointment have been suggested, more or less complicated, which might, perhaps, be more likely to supply boards possessed of some knowledge of the subject. But their complexity is a serious objection, and, what is still more important, it is by no means clear that such boards would really satisfy the country. Several witnesses of high authority, who concur in the expediency of forming district or provincial boards, yet acknowledge the exceeding difficulty of doing so.

A simple plan the best.

After careful consideration we have come to the conclusion that it would be best to begin with some very simple and direct mode of obtaining such provincial boards as seem to be required,

but that an opening should be left for something more popular to step in if the popular interest were strong enough to take the necessary steps for the purpose.

Registrar-General's divisions taken as the basis.

We propose then to take as the basis the Registrar-General's divisions. To each of these the Charity Commission should appoint an officer of high ability and attainments to be the Official District Commissioner for that division. This officer should be at once the inspector of all charities for secondary education in his district, and also, according to the valuable suggestion of Mr. Sotheron Estcourt, *ex officio* one of the trustees of every trust for education above the elementary. To him should be assigned the duty of personally inspecting every endowed secondary school at least once in three years and making a thorough report on it. He also should be required to preside over the annual examination of the schools. He should be, in short, the inspector spoken of in the previous section. He would be a salaried officer, paid out of the public revenue. For while we are not prepared to impose on the public revenue the payment of the school fees of the children of the upper and middle classes, who are generally well able to pay those fees themselves, inspection is sure to be most efficient, if in the hands of inspectors appointed and paid by the central government. And we see no practical inconsisteney in going to the public for so small a contribution towards an important object in which the whole country is concerned.

Official District Commissioner recommended to be appointed for each.

Other District Commissioners should be associated with him.

We recommend that with this officer should be associated six or eight unpaid District Commissioners appointed by the Crown from the residents in the division. In selecting these District Commissioners care should be taken to choose gentlemen likely to be well acquainted with the feelings of the district and to have influence with the people at large. They should in fact be, as much as possible, men who would know the circumstances and could represent the feelings of the district, and whose decisions would be acquiesced in with little or no murmuring.

District Commissioners to prepare schemes.

We recommend that these District Commissioners, including among them the Official Commissioner above mentioned, should be empowered to prepare schemes for the management of all schools in their district, and to submit them to the Charity Commission. It would then be the duty of that Commission to see that these schemes were correct in form, and to exercise a general control over the proposals contained in them. For although the very purpose of having separate commissions for separate divisions is to allow considerable latitude for difference of management to suit difference of circumstances, there ought

to be some degree of harmony pervading the whole system. This would be secured by the Charity Commission.

After personal inspection, where possible.

In the preparation of their schemes the District Commissioners would have the advantage of personal acquaintance with the district. But, in order to disarm local opposition as much as possible, and to secure that, wherever it could be done consistently with principle, local wishes were respected, it should be the duty of the Commissioners before framing their schemes to visit the place of the more important endowments in person, and hear whatever evidence might be laid before them by any who were concerned. Short of having a voice in the management of such matters themselves, nothing does more to satisfy people with what is done, than being allowed to say all that they may have to say.

These District Commissioners would thus be the provincial authority spoken of in the recommendations made in the previous section, and to this Provincial Board we should propose to assign all the powers and duties there enumerated. The cost in our opinion should be borne by the central Government, but since the Commissioners would receive no salary, and would only be allowed such expenses as are allowed to all similar Commissions, the burden would not be heavy. The Official District Commissioner would of course be a civil servant, and would be appointed with the same tenure of office as is usual with other civil servants. But it would seem to be best, that the unpaid District Commissioners should be appointed for five years for two reasons; first, because it might by that time be desirable to substitute other Commissioners for those who found it difficult to attend or were otherwise unsuited to the work; and, secondly, because by that time the whole plan might possibly require various modifications.

More popular Boards would be more energetic.

This plan would supply Provincial Boards capable of doing the work well, and likely in the end to satisfy the country with what they did, though not perhaps without encountering very serious local opposition. But there can be no doubt that very much greater effect might be expected if it were possible to obtain, and to represent in the provincial management, an energetic popular interest in the subject. No skill in organization, no careful adaptation of the means in hand to the best ends can do as much for education as the earnest co-operation of the people. The American schools appear to have no great excellence of method, nor a very well selected system of studies, nor very thorough inspection, nor very skilful gradation of the schools in relation to each other. But the schools are in the hands of the people, and from this fact they

derive a force which seems to make up for all their deficiencies. The Scotch schools owe their success in a great measure to the same cause. The parents watch over the progress of their children, inquire into the place which they hold among their fellows, support the schoolmaster in his management; and this because the schools are so much fashioned after their own wish. In Zurich the schools are absolutely in the hands of the people, and the complete success of the system must be largely ascribed to this cause. Even in Prussia the municipal authorities have very considerable power over the schools, and the Government is compelled to yield very much to popular wishes. The French system is no doubt entirely independent of all local popular control, yet it is probably to this very fact, that we must ascribe the dissatisfaction, which many people in France are said to feel with some important parts of their system. It is impossible to doubt that in England also inferior management, if it were backed up by very hearty sympathy from the mass of the people, would often succeed better than much greater skill without such support. School work peculiarly needs active sympathy for its success. If the parents as a general rule are indifferent to what the schools are doing and slight the teaching in their children's presence, if they send their children not because they like what is done but because they can send them nowhere else, the children are sure to catch the tone of discontent and study is sure to languish.

For this reason, while we cannot recommend the compulsory formation of local boards for the general control of schools at present, because the popular interest in the matter does not appear to be strong enough or educated enough to justify so decided a step, we yet think that if there be in any County a general desire to assume the management of its own schools, sufficiently strong to induce the people to demand to have a board of their own, the demand should be welcomed at once.

If there were any educational boards already established of such a character as, taken together, fairly to represent the County, the obvious method of forming a county board would be to require these smaller boards each to elect a member.

Board might be formed of the Chairmen of Boards of Guardians.

As things are, the simplest method of forming a County Board seems to be to take the Chairmen of the Boards of Guardians, and to add to these half their number nominated by the Crown. The Poor Law Unions are on the whole the most convenient divisions that are now to be found, and it seems probable that whatever powers may hereafter be intrusted to local authorities will be so apportioned as to take these divisions for their basis. A Union corresponds in area very nearly with an American township,

which in the United States is found the most convenient unit in the distribution of local authority. We should probably find our Unions equally convenient. And if in any case some Unions much exceeded the rest in population and importance, it would be easy to recognize their superiority by putting not only the Chairman but either one of the Vice-chairmen or another Guardian also on the Board.

Such a Board would not be a direct, but it would nevertheless be a very real, representation of the County. Certainly it would not long hold office without becoming amenable to public opinion. And even from the first it would have a fair knowledge of the wishes of the people, and would be tolerably certain to adapt all its actions to meet their feelings. The Official District Commissioner ought to be a member of the Board *ex officio*. He could supply all the special knowledge that was necessary, and in return he would probably learn a great deal that he could not otherwise learn, of the best mode of disarming prejudice, of conciliating hearty support, and of overcoming interested and shortsighted local opposition.

We suggest, therefore, that if any Board of Guardians decided by a majority that it would be expedient for the County to have a board of its own, the same question should be forthwith submitted to every other Board of Guardians in the County, and, if the majority of the Boards decided in the same sense, the Charity Commission should be required to form a Board for that County, consisting of the Official District Commissioner, of the Chairman, and, in the case of some Unions, another member also, of each Board of Guardians, and of half as many more nominated by the Crown. The Provincial Board of the Division would then lose all jurisdiction over that county, and the new County Board would take its place, discharge all its duties, and possess all its powers. The expense of this County Board ought to be borne by the County, and probably the most convenient arrangement would be to add this charge to the poor rate, as of all rates the most nearly universal; it would not be heavy and would certainly not reach a farthing in the pound, to which amount it might be limited.[1] It would be just that if a County chose to have a Board of its own, that County should bear the cost of it.

Or by direct election.

This Board, it will be observed, would be a representation of all classes. The Boards of Guardians at once include the magistrates *ex officio*, and also the representatives of the ratepayers, while the nomination of some members by the Crown would give an opportunity of introducing some of those whose know-

[1] See Appendix viii.

ledge of education or general reputation in the county made their opinions especially valuable. But it is obvious that the great object of giving full and free play to the interest felt by the people at large in education would be much more certainly secured if the Board were constituted by direct election. A Board consisting of the Official District Commissioner, and one or in some cases two members elected by the ratepayers of each union, with half as many more members nominated by the Crown, would put the schools into direct relation with the people. Such a Board would no doubt be much more likely to make mistakes, would represent not only the popular wishes but the popular prejudices, would perhaps delay many excellent arrangements; but in whatever else it might be deficient, it would not be deficient in force, and if it made mistakes it would be much more likely to find them out in time and correct them. The schools would assuredly soon feel the impulse given by hearty popular support. Much narrow-minded opposition to liberal plans would disappear at once; much more would be borne down almost as soon as it could be shown. To compel the formation of such Boards would not, perhaps, be expedient. But if there were in any County so general and so deep an interest in the matter as to demand not merely a special Board for the County but a Board directly elected by the people, the gain of having strong popular sympathy is so great that it would seem wisest to accede. There are cases indeed in which the local opposition of single towns to most necessary improvements may possibly be so great that the strongest popular support will be needed to enable any Provincial Board to do its duty. In such cases a County Board, and more especially a County Board in great part directly emanating from the people, would do with comparative ease what perhaps no other Board could do at all.

Towns of 100,000 inhabitants should have Boards of their own.

Whether any Counties availed themselves of the proposed permission to form County Boards or not, it would seem advisable to allow towns of 100,000 inhabitants or more to withdraw from the jurisdiction of the Provincial Boards and rank as provinces of themselves. Such towns are too independent of the country around them, and have a life too entirely their own, to be rightly treated as a part of a larger whole. Their educational system ought to be complete in itself. The best Board for such towns would probably be formed by requiring a certain number of members to be named by the trustees of all the larger endowed schools and an equal number to be added by the town council. This plan would prevent anything like a collision between the town council and the

previously existing school authorities, and secure the necessary continuity in the school management. The precise details of the composition of the board should perhaps depend on the circumstances of each town, and the Charity Commission seems to be the proper body to take all these circumstances into account and to frame the constitution of the board accordingly. If there were no endowments of importance in the town, then the members should all be named by the town council. In either case the Official District Commissioner should be a member of the board *ex officio*. And the board so constituted should have all the powers and discharge all the duties of the Provincial Board.

iii. *Governors of Schools.*

Thoroughly efficient bodies of Trustees required.

To secure the permanent efficiency of the schools it is necessary not only to revise the schemes or rules by which they are governed, but to provide thoroughly efficient bodies of trustees to govern them. In the internal management as a general rule the less the trustees interfere with the master the better. But the trustees will have from time to time the important duties both of fixing the subjects of instruction and of appointing the head master; and at all times the duties of managing the property of the endowment, and of regulating the expenses of the school. These duties do not require great labour, but they do require steady attention. And it is necesary to secure the services of men who will do all this work with good sense, and with punctuality and care.

Objections to present constitution of Boards of Trustees.

We have described in the third chapter the different modes in which boards of trustees are at present constituted, and pointed out in what respects they appear to be ill adapted for their work. Briefly it may be repeated here, that trustees elected by the method of co-optation, which is the commonest method of filling up vacancies in these bodies, are, if taken from a distance, very often apathetic; if taken from the immediate neighbourhood, frequently narrow minded and jealous even of wise control; sometimes strongly attached to old traditions of their own; often disposed to value the patronage put in their hands more than the good of the school; often negligent in the duty of making the best selection to fill up vacancies in their own body. Of the other modes of constituting these boards that perhaps is the worst, which gives the management of the school property to one body and the appointment of the master to another, a division of authority which is sure to produce quarrels and mismanagement. Some schools are not under the government of special boards of their own, but under that of municipal corporations, city com-

panies, or colleges at the universities. Among these the municipal corporations, as we have seen, are the best administrators. The city companies and the colleges are inferior, and in both cases for the same reason, that they are not on the spot; the colleges are the worst of these two, because, as we have pointed out, they are tempted to make the appointment of the head master a matter of college patronage, and to appoint a member of their own body, even if by no means the fittest. Lastly, schools that are under the control of one or two hereditary trustees have no guarantee for good government at all.

We came to the conclusion in the course of our discussion of these different modes of government, that schools required boards of their own, and could not be well managed by bodies associated for some other purpose, and that more was to be feared from the apathy of governors than from their interference.

Elements required in a good Board.

It seems to us that in a good school trust three elements should, if possible, be combined; the representation of the interests of the parents, of the interests of education, and of the past management of the school. The parents are most concerned in the welfare of the school and in the success of all the arrangements; and, besides this, their lively interest is of great value, and ought to be encouraged in every way. But whilst they are the most deeply interested, and it is best that they should be encouraged to feel that interest, they are not always the best informed, and there should be some trustees appointed, on the ground of their larger knowledge, to represent education generally. Lastly, it is not good that the management of a school should be liable to sudden and great changes; there should be a continuity in its life, and this should be secured by admitting the method of co-optation, but only to a limited extent.

Mode in which a Board of Governors might be constituted for a day school.

The normal type of a school trust for the management of a purely day school would, therefore, be obtained in the following way: The present trustees might be required to reduce their number if necessary to between three and eight, either by eliminating those who had attended least, or by selection. To these might be added an equal number elected by the householders of the town or parish, or, in municipal towns, appointed by the town council, in places under the Local Government Act, by the Local Board; and then an equal number appointed by the Provincial Board. No trustees should be appointed for a longer period than five years, but should be re-eligible at the end of that time; and every trustee, who failed to attend for a whole year together, should *ipso facto* lose his seat, but not be precluded from re-election. The vacancies should be filled as the original places

had been filled: for instance, vacancies among the representatives of the original trustees by co-optation.

For a boarding school.

If a school, however, were mainly or entirely a boarding school, members elected by the householders or appointed by the town council would no longer represent the parents. And it appears by the testimony of many witnesses, that a boarding school is not so well managed by trustees taken from the neighbourhood, as by trustees living at a distance, though still within easy reach. The board of governors for such schools, therefore, would be best constituted of two elements only, half taken from the former trustees, and their places afterwards filled by co-optation, and the other half nominated by the Provincial Board.

Where schools are in the hands of companies, of colleges, or of single governors or patrons, and where, again, they are only a part of a larger trust, the simplest and best way of securing a good board of governors would seem to be, to require these trustees in each case to nominate three or four, and then add to these at least an equal number nominated by the Provincial Board, and in the case of day schools also an equal number elected by the householders, or appointed by the town council, or by the Local Board of the place.

Official District Commissioner should be a member.

In every case the Official District Commissioner should be an *ex-officio* member of the board of governors. Moreover, the legal estate should be vested in the official trustee appointed for that purpose under the Charitable Trusts Act, and any property in the funds in the trustees similarly appointed. To vest the property of a school in official persons would get rid at once of many legal difficulties and needless legal expenses. And the presence of the Official District Commissioner on the Board would secure the constant aid of a gentleman thoroughly acquainted with the subject, and bound by his official duty to see that nothing which concerned the interests of the school was neglected.

Such boards as these might be relied on for constant attention. The Official District Commissioner would always be able to supply them with the fullest information and with the best advice. The various aims that ought to be borne in mind in the government of a school could not be overlooked. It would be hardly possible that the board should ever become a clique, or that the school should sink from mere apathy in the management.

Government of cathedral schools.

We have already said that the cathedral schools do not appear to us to stand on the same footing as the other grammar schools. They are the property of the Established Church, and can only be dealt with under the reserve implied in that admission.

There can be no doubt that the schools are capable of improvement, and probably that improvement would be accelerated, if a popular element were associated with the Deans and Chapters in the management. We desire to call attention to the suggestions made to us by the Dean of Ely.[1] He proposes that to the Dean and Chapters in each case should be added a certain number of lay members, and that the board thus constituted should have charge of the school. We are of opinion that this suggestion is well worth adoption, but, if adopted, it should be made permanent, and not liable to be set aside by a mere resolution of the Dean and Chapter, as otherwise it would be nugatory. It would probably give additional facilities for the satisfactory working of such an arrangement, and give a firmer position to the school, if, as the Dean of Ely also suggests, separate estates were allowed to the cathedral schools, representing what might be considered their fair proportion of the capitular property.

Educational trusts in a town should be consolidated.

When there are in any one town or parish more than one educational endowment, the same reasoning, which brought us to the conclusion, that the schools in a county or division ought to be brought into relations with each other, would seem to apply with even greater force. It constantly happens that such endowments, though capable, if worked in concert, of conferring great benefits on the place, are either useless, or even mischievous, because they are divided. Sometimes the separate incomes are each too small for a good school. Sometimes, when there is a want of schools of various kinds, they are all of one kind. Sometimes they compete with each other in lowering the market value of education, and prevent the parents from learning, that, if they wish for good masters to teach their children, those masters must be properly paid. In all cases there cannot be the slightest doubt, that the endowments would do far more, if so managed as to work in harmony. Mr. Fitch[2] has given the particulars of four towns in his district, in each of which several useless little schools are maintained with funds, which, if united, would provide one really good school. Many similar instances might be found, and the true remedy seems to be, to require that in every town the educational trusts should be consolidated under a single board of governors. It is obvious that the mode, which we have suggested for reconstituting the boards of trustees, makes such a consolidation of several trusts perfectly easy. The trusts should in the first instance be represented on the board in proportion to the value of their endowments. After once the joint board had been constituted, the filling up of

[1] Vol. ii. p. 88.

[2] Vol. ix. pp. 206, 201.

vacancies as they arose would follow the rule laid down for the other boards that we have described.

2. *Internal Management.*

Internal management defined.

By internal management we mean all that has to be done to secure or to aid the instruction of the boys in the subjects prescribed by the Governors of the several schools. Under this head it appears expedient to provide—

1. For the examination of the schools in the subjects prescribed by their respective authorities.
2. For the examination of candidates for the profession of teaching, and for the granting of the necessary certificates to those, who have proved their possession of competent attainments.
3. For the supply of all such educational information as will be likely to promote the steady improvement of the schools from year to year.

Examination of schools necessary.

It will have been seen that the examination of the schools is the pivot of all the improvements that we have recommended. If our recommendations be adopted, the Governors, subject to the approval of the Provincial Board, will prescribe the subjects of instruction, but they will not interfere with the teaching, and the only means of securing that their orders shall be obeyed is to examine the scholars, and see whether the proper subjects have been properly taught. The mode of teaching, the text books, the number of hours to be given to each subject should, in our opinion, be left to the schoolmaster; but impartial judges should decide on the results. For this purpose a system of annual examinations seems to be indispensable.

General opinion in favour of intrusting it to the Universities.

A few of the witnesses whose opinions we asked on this point, and in particular Mr. Lowe, seemed to wish that the duty of providing and superintending such examinations should devolve on the Government. The Bishop of Peterborough suggests, "There should be a body of examiners, composed of men of "eminence, whose reports should be annually published." But the great majority, especially of the [1]schoolmasters, were in favour of putting it into the hands of the Universities. The Universities, as being themselves institutions for education, are considered by the schoolmasters to be their natural centres. The Local Examinations have already succeeded so far, as to mark out

[1] See, however, Mr. Thring, 10,013.

the Universities as the fittest bodies that can be found, for testing and in some degree guiding school work. These examinations have their faults, but they are the best examinations of their kind, and appear to have secured to a great extent the confidence of the country. To the same effect it may be observed that the matriculation examinations of the University of London to a great degree perform a similar office for a large number of proprietary and private schools.

Concert between the Universities necessary.

But if the Universities are to have the conduct of the school examinations, it seems necessary to secure something like concerted action between them. It is already a matter of complaint, that the schools are drawn in different directions by the different demands of Oxford and Cambridge; and more than one attempt has been made to substitute some sort of co-operation for the present entire independence in their two schemes. The need of this will be still more felt, if these examinations are to be extended not only to all endowed schools, but to one-third of all their scholars. Moreover, while we are of opinion that the examination should be compulsory on all endowed schools, we think it should be offered on certain conditions, which we shall presently discuss, to all private schools also. The vastness of the work, which will thus have to be done, will transcend the power of the Universities to do it, unless they act in concert.

Public opinion should also have weight in these examinations.

Further it seems highly desirable, that some provision should be made whereby the opinions of the public at large, and, still more, the views of men eminent for science or literature, should be brought directly to bear on the work of the schools. The Universities may be considered the centres of education. But there is much keen interest in the subject outside the Universities, and there are many men of the highest authority on all questions connected with school work, whose opinions it would be desirable to secure, even if the Universities did not elect them as their representatives, for the duty of testing and guiding school studies.

Council proposed.

For this purpose then we should suggest the creation of a Council of Examinations to consist of twelve members, two to be elected by each of the Universities of Oxford, Cambridge, and London, and six to be appointed by the Crown. If hereafter the University of Durham should acquire a real hold of the education of the north, it would be reasonable that it also should be represented on the Council. The members of the Council should be unpaid, but there should be a paid secretary and whatever clerks might be necessary. There are similar councils in France and in Prussia, and their services are found to be almost essential to the

working of the educational system. And it is obviously of great importance, that our Universities also should hold a recognized place in testing and guiding the work of the schools, both because they can do that work so well, and because in matters of this kind no other bodies would be so fully trusted by the country.

Council should draw up rules, and appoint examiners, for examination of schools.

1. To this Council should be assigned the duty of drawing up the general rules for the examination of schools, and of appointing the examiners. The rules would probably be somewhat similar in character to those which are now prescribed for the Local Examinations by the Delegacy at Oxford and the Syndicate at Cambridge; but they should be framed, as much as possible, so as to leave the schools perfect independence in their work, and to test how far they had fulfilled duties imposed on them by their own authorities. The examiners would be appointed on a requisition from the Official District Commissioner. A separate court of examiners would be required for each county, except for the examination of schools of the first grade. In dealing with these it would be best to take all the schools in a Registrar-General's Division together, since there might often be not more than one school of that grade in a county, and unless several counties were taken together, the advantage of a comparison between different schools would be lost.

The court of examiners once appointed would be presided over by the Official District Commissioner, and would make their own arrangements under his guidance for holding the examination; but would, of course, be bound to obey the rules laid down by the Council. The examiners would be paid out of the funds in the hands of the provincial board, partly arising from a tax on the endowments, partly out of the fees of the scholars.

Council should draw up rules, and appoint examiners, for examination of candidates for the office of teacher.

2. To the same Council should be intrusted the duty of making the necessary rules for the examination of candidates for the office of schoolmaster, appointing the examiners, and granting the certificates. The examinations would of course be held several times in the year, and possibly at different places, that no candidates might be put to inconvenience by having to wait too long. The candidates would be required to pay such fees, as would pay the examiners and cover all the expenses of the examination.

It would be left to the Council to decide, whether in any case, and if so in what cases, they would accept university degrees in the place of their own examinations. It would be almost inevitable that they should do so in regard to men who *had* already entered the profession. It would hardly seem right to require men who had previously obtained a degree, and were

schoolmasters already, to submit to examination as a condition of their being promoted to some higher position, either in their own, or in another, endowed school. There might also be other cases in which it would be expedient to consider a university degree as a sufficient guarantee of fitness to teach, but the decision of all such cases should, in our opinion, rest with the council. A university degree may imply a very sufficient amount of knowledge in the subjects in which the graduate was examined. But on the other hand a university degree by no means of necessity implies, that the graduate is able to teach what he knows, or that his knowledge is cast in the best form for that purpose. The main object of the examination of schoolmasters should be to ascertain, whether the knowledge is of that special kind which a teacher needs. Accuracy and completeness, clearness and vivacity, should be counted of more value, than even width of range or profound research combined with slowness and dulness. A man who was profoundly versed in science might happen to be very ill fitted to teach. The examinations, therefore, of schoolmasters would differ generically from those of candidates for degrees. And we are not prepared to say that the Council, which we have suggested, would not be justified in refusing to recognize any examinations but their own. Nor could the candidates complain; it is no more than what every Bishop requires in candidates for Holy Orders. Not even the voluntary theological examination at Cambridge is allowed by any Bishop to be sufficient in itself.

Council should make an annual report.

3. Lastly, the council would do a very great service to education by making an annual report, giving as complete a picture as possible of what was being done and of what is still needed to be done. Such a report should also contain complete statistical information of all the schools, a full account of all exhibitions and scholarships open to competition, and of the conditions required for obtaining them; the register of all who had obtained certificates of competency as teachers; and all such information as could be of use to any who were concerned with schools. An annual report of this kind would be of great use, not to the schools only, but to the nation. It would lay before the public year after year whatever was done, and keep alive the general interest. It would concentrate in an accessible form much scattered information about education, which is at present useless from not being got together. It would probably do a good deal towards what is very much wanted, accustoming the public to understand the subject.

SECTION III.

MODE OF PROVIDING SCHOOLS IN PLACES WHERE THERE ARE NO ENDOWMENTS, OR WHERE THEY ARE INSUFFICIENT.

Improvement of the endowed schools not all that is wanted.

To make the endowments efficient is the first work to be done, and it is vain to expect much progress till that has been done. But, however well the endowments may be re-organized, they will go but a short way towards putting a sound education on reasonable terms within the reach of every parent in England. There are 100 towns with a population of 5,000 and above with no endowed grammar school at all. And of the endowed schools not a few are endowed so poorly that they are altogether unequal to what is wanted of them. And to these towns with no endowed schools must be added the large number of smaller towns and country parishes, where nothing is provided for the children of farmers or shopkeepers, except the national school to which they dislike to send their children, or private schools for whose efficiency they have no guarantee. The re-organization of the endowments is the beginning, but it is only the beginning, of a systematic provision for education above the elementary. When that beginning has been made, the largest part of the work will still have to be done.

There are obviously two resources that might be used for the supply of the deficiency; one is to make as much use as possible of private and proprietary schools, the other is to encourage the establishment of new public schools.

1. *Private and Proprietary Schools.*

Private and Proprietary schools required.

We have already in our second chapter given a general account of the private and proprietary schools as described to us, partly by our Assistant Commissioners, partly by the witnesses whom we examined. It is plain that many of these schools are doing very good work. They have one great advantage over the endowed schools in their greater elasticity. They can more readily adapt themselves to the needs of the day. They are not hampered by rules. The master of a private school may change his whole system at his choice, and in a single day. He can always supply the precise teaching for which the parents ask. Hence these schools will always find a place, and it is well that they should; and if it be possible to use them for national purposes without preventing the growth of what is equally necessary, it will be right to do so.

Can take the place of public schools on two conditions.

To enable private and proprietary schools in any degree to fill the place of public schools two conditions are necessary; one, that

their fees shall not be such as to put them beyond the reach of the class for whom the corresponding public schools are needed; the other, that they shall submit to precisely the same inspection and examination. If their fees are too high they may be very good schools; but they are schools of a different class. A school, for instance, which proposed to fill the place, that ought to be occupied by a school of the third grade, would obviously not fulfil its professions, if the fees were such as to exclude the children of the small farmer or shopkeeper or of the superior artizan. If again they do not submit to inspection and examination, there is no proof that they are doing any useful work at all; and there is therefore no sufficient ground for considering them to stand in the place of public schools.

Subject to these conditions they should be registered,

But provided they fulfil these two conditions, we suggest that they should be permitted, subject to the sanction of the Provincial Board, to enter themselves as schools of whatever grade they thought fit, on a register kept by that board, and to enjoy as long as they remained on the register all the privileges allowed to endowed schools of the same grade.

and have the privileges of public schools.

These privileges would be, first, the publication of the names of their successful scholars in the county lists after the annual examination, and secondly, a right to compete for whatever exhibitions might be thrown open to schools of the same grade in the county. Thus we have suggested that the free boarding schools should hereafter be filled by competition from the schools of the third grade in the county. Among such schools we should propose to include, not the endowed schools of that grade only, but the registered private schools also. It is obvious, however, that it would be necessary, in dealing with these private schools, to consider, as no longer belonging to the school, any boys who might be over the age, at which in endowed schools of the same grade boys were required to leave. To enforce on the private schools a similar requisition, that the boys should leave at a certain age, would be neither necessary nor wise. But it would not be just, either in the county lists or in the competition for exhibitions, that older boys should enter into comparison with younger.

Many private and proprietary schools would probably register themselves.

We think it probable that under this system a very large number of private and proprietary schools would register themselves, both in order to get a right to try for the exhibitions or similar prizes, and also because the registration would confer a kind of distinction. In particular it is probable that the the great deficiency, which we have already noticed in the supply of third grade schools, would be met to a great degree by this

means. As it is, education of that grade is chiefly given in private schools. The best of them would probably hasten to show that they deserved to rank side by side with the endowed schools, and very likely many of them, when once they had got a definite aim put before them in the annual examinations, and a precise and impartial test applied to their work year after year, would rise much above their present condition, and be found thoroughly efficient.

2. *New Public Schools.*

More schools would possibly be wanted.

That many of the private and proprietary schools are very good, and that, if registered, they would stand side by side with the endowed schools on a fair level, there is every reason to believe. But it is not to be expected, that these will really fill up the large vacant place in the provision for national education.

Many private schools inefficient.

In the first place it appears to be too certain, that a great proportion of the private schools are inefficient. All our evidence points to this conclusion with remarkable unanimity. And even those who deprecated any compulsory interference with private schools by the State, yet admitted, that among the number of private schoolmasters there are many unfit for their profession. Such schoolmasters will either decline to register, or if their schools should be registered, and regularly and effectually inspected and examined, they would exhibit their own uselessness and disappear.

Private schools not sufficiently independent.

Further, private schools are very much at the mercy of injudicious parents. The master having no recognized public position cannot refuse to listen to advice which becomes almost a command, against his own judgment; he is sometimes unable to punish when punishment is needed, and the discipline of the whole school suffers for the sake of one boy whose parents are over-indulgent; he is called upon to vary his methods, his subjects of instruction, the organization of his school, to suit the wishes of some father who insists on his boy's learning something out of the course, or being promoted to a higher form when he is not fit for it. In this way one or two foolish parents may injure a whole school, and often the schoolmaster has not the courage to resist. Though the great majority of the parents may be sensible and judicious, yet a few of the contrary sort get their own way because there is no one to oppose them. This is corrected to some degree by the fact that it is the master's ultimate interest to make his school good, and he will therefore resist any interference which is likely to damage it. But it is not always easy to sacrifice the immediate interest to the ultimate; and the

interference of injudicious parents is a constant ground of complaint on the part of masters of private schools. The public schoolmaster may suffer a little from the same cause, but his position as in some sense a public officer, and the support of the governors, give him strength which the private schoolmaster lacks.

Private schools rest on social distinction.

Private schools again find it[1] difficult, in some cases impossible, to resist the class-feeling which compels the exclusion of boys of a lower rank than the rest. In this way, if a private school be the only provision for education within reach, gross injustice is sometimes done. A boy of superior talents is not allowed, even if he be able to pay the school fees, to enter a school attended by children above him in the social scale. The parents threaten to withdraw their children, unless the social distinction is rigidly maintained, and the private schoolmaster is often powerless to resist the threat. Thus parents in a lower rank, who may perhaps be sensible of the advantages of education, and may be willing to undergo great privations for the sake of giving these advantages to their children, are discouraged by meeting with a barrier which they cannot pass.

The examination of the school not a sufficient guarantee of its goodness.

Nor must the fact be overlooked, on which Mr. M. Arnold lays much stress, that although annual public examinations be an essential part of a good system of public education, yet, taken by themselves, examinations are but a poor proof that all has been done for a boy which a school ought to do. "A mere "examination," as Mr. Arnold remarks, is "but illusory;" what is wanted is "to ensure, as far as possible, that a youth shall "pass a certain number of years under the best school teaching "of the country. This really trains him, which the mere appli- "cation of an examination test does not." No doubt after a time many of the private schoolmasters will be compelled, by the competition of their own profession, to give a better proof of their fitness for their work, than the success of their pupils in passing the examinations. They will prepare themselves for their duties by careful study, and the pretenders with no knowledge will be weeded out. But this will not be the case with all, and perhaps not even with the majority.

No schools at all in some parts.

Lastly, there are parts of the country where there are neither public schools nor private. The farmers are often unable to find any school within their reach, and are compelled to rely on the often very inefficient teaching of tutors or governesses in their houses.

[1] See Mr. Elton's Special Report on Brentwood. See also Evidence, 5095.

The private schools not enough.

For all these reasons we cannot look on the registration of private schools, as sufficient alone to supply the need which we have described. That need will not have been met unless a suitable school shall be within the reach of every parent in England; and for this purpose it seems desirable, that facilities should everywhere be given to the people, to establish public schools of their own.

Rates suggested.

We believe that recourse must be had to rates, if this object is to be effectually attained. We are not, indeed, prepared to recommend that rates for secondary education should be made compulsory; but we are of opinion, that, if any town or parish should desire to rate itself for the establishment of a school or schools above the elementary, it should be allowed to do so. Nor, again, should we propose that a greater burden should be laid upon the rates than would suffice for the two purposes; first, that of purchasing the site, and erecting, maintaining, and furnishing the building; and, secondly, that of paying the school fees of meritorious boys selected from the elementary school of the parish or town. The evidence before us appears to warrant the conclusion that if the buildings and apparatus be provided, the parents can bear the burden of paying for the books and the teaching.

But only for building and for exhibitions.

We are of opinion that every parish should be allowed thus to levy a rate for building and keeping in repair a school of the third grade, and that if two or more parishes wished to combine for the purpose, means should be provided to enable them to do so: that every town with more than 5,000 inhabitants should be allowed to levy a rate for building and keeping in repair a school of the second grade; and that every town with more than 20,000 inhabitants should be allowed to levy a rate for building and keeping in repair a school of the first grade.

Rates might be allowed to enlarge existing schools.

In many cases there will be found a small endowment already existing, not sufficient to be of any use as it stands. If the ratepayers wished to enlarge this at the expense of the rates, they should be allowed to do so. We have already expressed an opinion, that on all boards of governors of day schools there should be a certain proportion elected by the ratepayers, or, if there be a town council, appointed by the town council. But, *à fortiori*, when a school had been enlarged or improved or aided by the rates, ratepayers would have a claim to share in the management, and the number of members elected by them or appointed by the town council should bear a proportion to the funds added to the endowment from the rates.

In recommending a recourse to rates we are touching on a matter of much controversy. Whilst there are many who would strongly deprecate rates for education altogether, there are others who would advocate a system similar to the American, and propose, as the goal to be ultimately attained, the provision of free public schools of every grade, at which the best education, that the country could give, would be put within the reach of every child without charge. There are many and weighty arguments on both sides. In favour of the American plan it is urged, that no other so effectually stamps the education of the people with its true value, as a great national duty, to be put on a level with the defence of the country or the administration of justice; that the experience of New England proves that gratuitous education does not of necessity in any degree pauperize those who receive it; that it is a matter of national interest that intellectual ability, in whatever rank it may be found, should have the fullest opportunities of cultivation, and that none of it should be lost to the country because poverty has prevented its attaining due development; that a system of free schools secures better than any other that general diffusion of education, which all now concur in considering almost a necessity to the happiness and prosperity of the country. On the other hand it is maintained, that the parental obligation to educate is prior to the national, and that it would be in the highest degree inexpedient to weaken the sense of that obligation by removing from parents the burden of discharging it; that the experience of America, with its comparatively homogeneous society, cannot be taken as a guide in dealing with the complex society of England; that English experience, as far as it yet goes, is distinctly against gratuitous education, and that even in elementary schools it is found better to charge low fees than to admit the scholars free of all cost; that under present circumstances it seems more likely that people will learn the value of education by being perpetually urged to make the sacrifices necessary to procure it for their children, than by being set free from all care or labour for the purpose; that the burden cast on the ratepayers as far as they were distinct from the parents would be so heavy, as to run great risk of causing serious discontent, and that such burdens can only be borne, when they have been assumed by slow degrees and all other expenditure has been gradually adjusted to meet them; that the money given grudgingly would be administered grudgingly, and that rate-supported schools would be bad themselves and would keep others out of the field; that in this, as in so many other matters, reliance may be

Controversy in regard to rates.

Arguments for rates.

Arguments against rates.

confidently placed on private energy, to which this country, perhaps more than any other, already owes most of its prosperity. We have thought it right to set forth these arguments in order to show, that we do not recommend rates without having given due consideration to what is usually said on the subject. But we do not feel called upon to give any opinion in favour of either of these extreme views. The moderate amount of permission to levy rates, that we propose, cannot be considered as foreclosing the ultimate decision of the larger question. The permission to levy rates for building would not impose a heavy burden, and seems to be almost a necessity. No country has yet succeeded in making the provision for education co-extensive with the wants of the people without rates. In France, in Prussia, in Switzerland, in Scotland, in America there are private schools, and some of them in a most flourishing condition. In England also, under any circumstances, it may be considered certain that a large number of private schools would still be wanted. But no experience derived from any of these countries justifies the hope, that private schools would make our means of education complete. Nor can we allow great weight to the objection, that ratepayers would govern the schools ill. We have already expressed our opinion, that it is necessary in all cases to associate the householders near a day school in its government; and we believe that the various checks, that we have recommended on the action of local governors, will be a sufficient security against mismanagement, whilst we think it of the utmost importance to interest the body of the people in the work of schools.

The extreme views do not touch our proposal.

We are convinced that it is vain to expect thoroughly to educate the people of this country except by gradually inducing them to educate themselves. Those who have studied the subject may supply the best guidance, and Parliament may be persuaded to make laws in accordance with their advice. But the real force, whereby the work is to be done, must come from the people. And every arrangement which fosters the interest of the people in the schools, which teaches the people to look on the schools as their own, which encourages them to take a share in the management, will do at least as much service as the wisest advice and the most skilful administration. Public schools have a great advantage in the security that can be taken for the efficiency of their teachers, in the thoroughness of the test that can be applied to their work. But they have a far greater advantage, when they have besides these, the support of popular sympathy, and the energy which only that sympathy can inspire. The task

Nothing likely to be done unless the good will of the people at large be secured.

before us is great. It is discreditable that so many of our towns should have no means of education on which parents can rely with assured confidence, and that, according to a great weight of evidence, so large a proportion of the children, even of people well able and willing to afford the necessary cost, should be so ill-taught. The machinery to set this right will need skilful contrivance. But, even more than skilful contrivance, it will need energy; and energy can only be obtained by trusting the schools to the hearty goodwill of the people.

We have now to the best of our ability performed the duty which Your Majesty has been pleased to intrust to us, by examining into the present state of the education received by those large classes of English society which are comprised between the humblest and the very highest, and of suggesting such measures for its improvement as we believe to be practicable and expedient. The extent and variety of such an inquiry are too obvious to require comment. We have investigated thoroughly the condition of nearly 800 endowed schools; we have examined 147 witnesses; we have inquired, partly by written circulars, and partly by the direct inspection of our Assistant Commissioners, into the state of as many private and proprietary schools as were willing to give us information, and we have carefully investigated the important, though hitherto much neglected, subject of female education. But our task has been lightened by the zeal and ability with which our Assistant Commissioners have conducted their inquiries; and it is a satisfaction to us to feel that our recommendations are in great part in accordance with their reports, as well as with the expressed opinions of others whom we thought it right to consult on account of their recognized authority and experience in these subjects, either as observers or as having themselves been engaged in the work of instruction.

And we feel bound to express the sense we entertain of the great value of the assistance which has been rendered to us by the industry and intelligence with which our secretary, Mr. Roby, has performed the difficult and onerous duties which have devolved upon him.

The whole field which we have traversed is beset with questions which have been made matter of eager controversy, and we cannot hope that the conclusions at which we have arrived with regard to them will escape animadversion and dissent. But we have endeavoured to meet difficulties fairly, and to deal with

them in such a manner as appeared to be most likely to promote the great objects we had in view, and most in accordance with the wants and disposition of the country.

With regard to educational endowments (to which our attention was more especially called by Your Majesty's commands), we have desired to maintain them, so far as they could be rendered really and adequately useful, for the great purposes for which they were intended; but to provide a complete and durable remedy for those wide-spread abuses which have been abundantly proved to exist in these institutions. It is true that the principle itself of educational endowments has sometimes been questioned on high authority, and we are disposed to admit that, unless they shall be so re-organized as to aid, they will positively obstruct the improvement of education; but, besides the fact that we find them in existence, we are of opinion that however liable they may be to perversion without vigilant and constant supervision, yet that they often give a character of dignity and permanence to schools which produces the most beneficial effect on the minds both of instructors and of scholars. We have also desired in various ways to encourage the systematic improvement of private schools, and the establishment of others of a more public character throughout the country, by the instrumentality of local bodies, without interfering unduly with that freedom of private action which is so wisely valued by Englishmen, and for the absence of which we believe that no exertions on the part of the State could adequately make up.

We have thought it desirable to give a good deal of elasticity at the outset to the system which we suggest, in order that it may be capable of subsequent adaptation, if necessary, to the advancing requirements and wishes of the community. We cannot conclude without expressing an earnest hope that whatever errors or deficiencies may be found in this Report, the subject to which it relates may receive from the Legislature that early attention which is alike urged upon us by the great and successful efforts now making in foreign countries to improve education, as well as by the circumstances of our own.

The result of our inquiry has been to show that there are very many English parents who, though they are willing to pay the fair price of their children's education, yet have no suitable schools within their reach where they can be sure of efficient teaching, and that consequently great numbers of the youth of the middle class, and especially of its lower divisions, are insufficiently prepared for the duties of life, or for the ready and intelligent acquisition of that technical instruction, the want of

which is alleged to threaten such injurious consequences to some of our great industrial interests. We were of opinion that the subject either of technical or of professional education of any kind did not properly come within the scope of our inquiry, but, as it was brought incidentally before us, we considered it of so much consequence as applied to the arts of industry in this country that we thought it right to call special attention to it in a Report which we have already presented to Your Majesty.

We believe that schools, above most other institutions, require thorough concert among themselves for their requisite efficiency; but there is in this country neither organization, nor supervision, nor even effective tests to distinguish the incompetent from the truly successful; and we cannot but regard this state of things as alike unjust to all good schools and schoolmasters, and discreditable and injurious to the country itself.

(Signed) TAUNTON.
LYTTELTON.
W. F. HOOK.
F. TEMPLE.
2nd December 1867. ANTHONY W. THOROLD.
THOMAS DYKE ACLAND, JUN.
EDWARD BAINES.
W. E. FORSTER.
P. ERLE.
JOHN STORRAR.

HENRY J. ROBY,
Secretary.

We, the undersigned, have abstained from signing the report of our fellow-commissioners, partly on the ground that official duties have prevented us from attending the later meetings of the Commission, or studying with sufficient care the evidence produced; partly also because, as members of the Executive, we think it better to reserve our opinion on the points at issue until the time comes when action can be taken upon them.

(Signed) STANLEY.
STAFFORD H. NORTHCOTE.

APPENDIX.

APPENDIX.

APPENDIX I.

Minute by Lord Lyttelton on the Conscience Clause.

I have obtained leave of the Commission to place the following paper in the Appendix. It was written before we had considered the question of the "Conscience Clause," and contains my individual views, more fully than could appear in the Report. I assent to the practical course there recommended; for though I conceive that in theory the right of the parent extends to the Boarding as well as the Day-School, I do not deny that deference to it in the former case might be so inconvenient as to justify an exception on that ground.

On the other hand I have some doubt as to the working of the provision for an appeal in the case of an aggrieved parent, which we have recommended; but not enough to justify dissent.

It may, perhaps, be some justification to me for venturing to make a suggestion to the Commission on the subject of what is commonly called the Conscience Clause, that I am bound to admit that my own views on the question,—views to which I have sometimes given public expression,—have been somewhat modified by the course of our inquiry. I have heretofore considered the objections to any such provision insuperable; but I am now disposed to think that general, I cannot hope universal, agreement may not be unattainable upon it, so far at least as relates to the subject-matter of our investigation.

It may, indeed, be held that we are bound to do our best to suggest some measure applicable generally to Middle-Class Education, on the principle of the Conscience Clause, on this ground: that both the Legislature and the settled practice of the Court of Chancery,—both which, it may seem, we are bound to follow where their leading is clear,—have to a great extent already ruled the question. The Act of 1860 (23rd Vict. chap. XI.) lays down the general principle as regards Endowed Schools. The terms are somewhat vague, and there are special exemptions. But that very vagueness, and those exemptions, may show the more distinctly the mind of Parliament as to the general object to be aimed at.

It is needless to accumulate a number of references to our Evidence; there is no doubt that the practice of the Court of Chancery touching Endowed Schools is such as I have stated, and that it has been so for a much longer time than may be commonly supposed.*

No doubt these regulations apply only to Endowed Schools. But, in the first place, I think we shall agree that if we can recommend some uniform measure applicable alike to the three classes of Schools with which we are concerned,—the Endowed, the Proprietary, and the Private,—it will be so much the better. In the next place, I believe I

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* See, for instance, Sir R. Palmer's Evidence, and especially on Question 14,155.

may assert, as appearing plainly from our Evidence, that corresponding to the above line pursued by Parliament and the Courts of Law has been and is, in the enormous majority of all the Schools, the conduct in this respect of their Governing Bodies and their Masters.

It was this appearance of a practical concurrence, so general as to be almost universal, which induced me to reconsider my own notions on the matter.

The principle on which the Conscience Clause is based, is that of the parental authority and responsibility in the education of children.

I think that, in the abstract, this principle may be admitted fully, and without the slightest qualification; and that in the application it should only be limited by the consideration of what is practicable and convenient.

In the matter of religious teaching of children, the person most responsible *next* to the parents (or guardians, &c.) is the clergyman. But in our Church it will not be contended that the clergyman ought ever to attempt to interpose between the parent and the child as long as the usual period of education lasts, or to undertake any of the direct teaching of the child, except at the request of the parent.

But this principle does not apply specially to religious teaching. "Conscientious scruples" has become a sort of stock phrase among us, often used when it seems to have no proper or exclusive significance. I conceive that if a parent chooses to object to any branch of secular instruction for his child, in a school or elsewhere, that objection should, as far as possible, be respected, as much as if it regarded religious teaching.

It does not appear that the principle, as such, needs to be modified when that particular system of teaching which is carried on in *schools* comes into question. I am speaking at present of instruction as distinct from training; and I conceive that if a parent offers to agree with the clergyman and school-managers that his child shall *partially* attend their school, being withdrawn from a specific portion of its course, there is no objection to such an agreement, controlled only by a regard to convenience as aforesaid.

That such a regard would have a very important effect is, no doubt, obvious. If it were conceivable that the parents of the scholars in a school should object, some to their children being taught to write, others to arithmetic, and so on, it is plain that such objections, besides being too eccentric and ridiculous to be seriously entertained, would, if allowed, make it impossible to carry on the school.

Whether in any particular case, and in that of religion especially, the same difficulty applies, is the question to be considered. But I must first shortly notice an objection of a broader and graver kind, which is sometimes taken to the withdrawal of children from specific religious teaching,—I mean instruction as given in lessons in school. It is said that if we give them secular knowledge without religious knowledge we are doing them harm instead of good.

It would be out of place to argue this question here; and it must be observed that we are speaking of the education, not of the Lower, but of the Middle Class. I will only say that I do not admit the objection, and that I conceive we shall be doing well in imparting the secular knowledge, even if we are not able to give the religious, or formally to ascertain that it is given.

To revert then: The question of convenience is to be decided with reference to the actual facts, which have been abundantly laid before us in the Evidence. Looking then at the case of the Church Schools (which may be taken for this purpose as well as any other),—at the

statement of their Masters, perhaps without exception, that in acting on this principle they have found no inconvenience,—at the exceedingly small proportion of Dissenters' children whose parents are practically found to demand its application,—and considering that, as a matter of fact, this point of religious teaching is the only one as to which there is any likelihood of such a demand being made by parents to any appreciable extent,—I think it may be safely held that the practicability of the system has been sufficiently demonstrated by experience, and I have already acquiesced in its adoption on the score of principle.

I cannot, however, content myself with this general view. It seems to me indispensable, in the position we occupy, to point out with more precision the exact mode in which this concession should be made. For we have to consider not merely what to recommend for voluntary adoption, but a provision which shall be binding in the administration of Schools.

I have not the least doubt, and it appears amply both in our Evidence and elsewhere, that in practice the "religious difficulty" is avoided, or found to be unreal; not from the existence or enforcement of any rule, but from the general good sense and forbearance of all parties. And so to a great extent we may be content to leave it. But we are called on to do more than this. And it seems to me very objectionable to take a system of mutual understanding, which from its very nature is indefinite and indeterminate, and turn it into one of binding obligation, in which while the vagueness remains as it was, the freedom and discretion to act, which was of the essence of the former condition, is taken away.

A general command to a Schoolmaster or Schoolmanager to respect the religious scruples of the children or their parents would, I believe, often work very well; often have no effect at all; but also would often, in the case of scrupulous-minded teachers, especially clerical teachers, be intolerably vexatious and embarrassing. They would feel bound to attempt what, if a literal sense is put on the requirement (and that is just what scrupulous persons often would think they must do), seems to issue in an absurdity and impossibility, if any religious teaching at all is to be preserved in the school.*

I conceive that no such positive obligation can work well, except on the condition that the religious lessons, and the parts of the school work or school attendance, from which a given child shall be withdrawn, shall be accurately specified and defined. If a parent requires his child not to take part when the Catechism, or any portion of the Prayer-Book, is taught, that can be done; the child may go into the play-ground, or do some writing. Much indignation has lately been expressed at the suggestion that a child might be required to be exempt from learning the Apostles' Creed; and the same would be said of reading the Bible. The case probably never occurs: but I consider the claim would be quite allowable, and ought not to be resisted. The responsibility is on the parent, as it ought to be. The same applies to attendance at the school prayers or at Divine Worship.

What I do object to is, that a schoolmaster, say a clergyman, should be allowed or expected by the parents to read and expound the Bible, or to read history to their children, while required to take care to avoid what are called "peculiar doctrines." In what sense *can* he expound the Bible except that of his Church? And if it is said that he can on

* See Mr. Wilks's evidence before Sir J. Pakington's Committee (1865), Qu. 3622—3648.

this system teach freely, and confine himself to the fundamental doctrines of Christianity, I must reply that such a view—the hypothesis being that Roman Catholics, Unitarians, and Quakers are to be comprehended (to say nothing of others)—is to me unintelligible.

I consider that, as I said, the demand for exemption (which I think, in the case of Middle Schools, should always be made in writing,) must be, as above indicated, specific and definite: and that, on that condition, it should be acceded to fully and without question.

I by no means intend that a master shall at any time set about proselytizing, or deal just alike with all his children in this respect, or be constantly introducing special doctrines. But I conceive that it is impossible to go beyond what I suggest in positive requirement; that different children, Dissenters and others, may need to be variously dealt with in many ways which cannot be laid down in black and white; and that in general how to do so must be left, as it now is practically to so very large an extent by parents, to the discretion of those to whom they are willing to intrust their children.

That such a restriction of the condition would be satisfactory, at least in England, to the great body of Dissenters and of friends of religious freedom, I believe is proved by the present facts of the case; for while the instances are but a small proportion in which any restriction at all is sought for, I doubt whether there be any on record in which its extension beyond the proper formularies of the Church has been asked. As far as our own materials show, I confidently appeal to the Evidence as overwhelming in this sense.

I have hitherto spoken only of school lessons or attendance. But I must add a few remarks on the further aspect of the question which is presented to us when we look on a school as the scene of moral training and discipline, and the formation of character. This is highly material in connexion with the question of Boarding and of Day-Schools.

All schools must necessarily be more or less places of education as well as of instruction. But it is obvious that a Boarding-School is and must be so very greatly more than a Day-School.

In the Day-School, for a small fraction of the 24 hours, a parent bargains with a teacher that his child shall be taught certain branches of knowledge. If the school does more than this, as no doubt is sometimes the case, as when day scholars have a playground, or stay at the school-house beyond or between school-hours, it is at all events casual, precarious, not of the essence of the system. The general training of the child, his moral nurture, continues to be at his own home, where he remains for the far greater part of his time.

The case is almost reversed at the Boarding School. The day-teacher is *in loco parentis* only in a faint and remote way. But the boarding-master, for a specified time, must unavoidably undertake the whole charge of the pupil for eight, or nine, or ten months in the year. If he is not in the fullest sense *in loco parentis* during that time,—if he is not to attend to the training of the will and the moulding of the character of that child, and that on the principles of sound ethics and of revealed religion,—who is to do it? It would come to saying that children are no longer to have a moral and religious education; which, I presume, is a *reductio ad absurdum*.

The Day-School education of the children of the Lower Class involves some further considerations, into which I need not enter. And it is true that there is a part of society of which we can hardly say whether it belongs to the Middle or the Lower Class. But generally, I think, we may assume of the parents, especially of the mothers, of our great Middle Class, that they are able and willing, if they choose to send

their children to Day Schools, to provide at home, with such other appliances as the Church ought to supply to them, for their religious teaching. And on this assumption it is, that, for one, I am prepared to approve of such a scheme as that of Mr. Rogers, even if its promoters are unable to go beyond secular instruction in their schools.*

In the Boarding-Schools it is *toto cœlo* different. And here, even more than before, should I object to the Christian teacher being fettered in the use of such spiritual instruments as he is to use in dealing with the endless varieties and difficulties of character that are submitted to him. Whatever else the parents look to, at all events they expect to receive in the holidays good boys as well as clever and well-informed ones; and I am very sure that no clergyman who knows his business will undertake to produce that result without being at liberty to have resort at his discretion—I do not say when, or how often—to doctrines of the Gospel which are at once among the deepest and most important, and, in not a few cases, among the most controverted. I will not object to his doing so without the use of certain given means, if required, though this may not be without risk; nor, as before, do I mean that he must always introduce their full substance; but I cannot conceive how he *is* to attempt it without liberty to deal, according to all the circumstances of each child, with the moral nature of each child to the best of his power—using and withholding, so to speak, so much of his *working tools* as he *is* to use, as he thinks on the whole to be right. If parents choose to deprive him of the use of any such tools they must not expect the result to be produced.

Whether all or many schools do not fall short of this standard is not the question. Is it the right standard? I think it is; and that we should proceed on the hope that more and more schools will aim at it.

If it should be suggested that we should cut the knot by restricting the scope of our recommendations to the methods of instruction only as distinct from education, I cannot but reply that while that expedient would certainly get rid of the difficulty, I hold that we should not be fulfilling our duty, or meeting the expectations of the country, if we availed ourselves of it.

The full discipline of the Boarding-School is that which evidently the body of English parents in the Upper and Middle Class are more and more striving to obtain for their children, many as are the cases in which the Day-School alone is available. I look upon them as the more important branch of our inquiry, and I could only consent to so grave a question in connexion with them being ignored by us, and remitted to the several managers of schools, if the difficulty of suggesting a practical course was really insoluble. From the Evidence before us, I do not think it is; though it may be admitted that the case of the Boarding-Scholars is materially more difficult than that of Day-Scholars, and, where there are children of various persuasions, would require much more judgment and discretion to deal with at once fairly to the parents and without sacrifice of truth.

I have trespassed on the attention of my colleagues at greater length than I had intended; but I have gone into many grounds for the simple suggestion of a practical kind which I have made; and I think it may not be impossible that that suggestion may itself be approved by some who may not adopt all or most of the reasons which I have adduced for it. I once more repeat what it is: that a Conscience Clause should be

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* See Evidence, 13,625, 6.

recommended, to be in force in all the schools with which we are concerned, requiring,—

(1.) The exemption of any child from the teaching of any written doctrinal statement or formula to which the parents or guardians shall in writing object:

(2.) A similar exemption, on the same condition, from any given part of the school work:

(3.) A similar exemption, on the same condition, from attendance on any religious service.

I believe this, and no more than this, would meet with a large amount of concurrence in the country; and I venture earnestly to press it on the attention of the Commission.

I must add, that the *modus operandi* which should be adopted, as far as we are concerned, seems different in respect to the different schools. As I said above, the Trustees of Endowed Schools are already required by the Legislature to provide for the admission of children of various persuasions. This requirement I conceive to be inadequate from vagueness; and my impression is that it has been simply inoperative, the Trustees having done neither more nor less than they could have done without it. What I propose would be in substitution for this.

In the case of Proprietary Schools, I propose a recommendation to the Governing Bodies, that they should require the Masters to observe this practice.

In the case of Private Schools, it would be a mere recommendation to their Masters.

LYTTELTON.

APPENDIX II.

On the Number of Boys within Scope of the Inquiry.

(a.)

MEMORANDUM by Dr. W. FARR, F.R.S., of the REGISTRAR-GENERAL'S OFFICE.

Middle and upper classes in 1861, deduced from house-tax payers.

(1.) The number of inhabited houses in England and Wales at the census of 1861 was 3,739,505. By the returns of the Inland Revenue Department 519,991 houses were returned as assessed to house duty in the year ending 5th April 1862. The proportion of such houses to the total houses was as ·139 to 1·000. The estimated population of England and Wales in the middle of the year 1861 was 20,119,314. If we divide the population in these proportions we have 2,797,660 persons living in houses of the assessed annual value of 20*l.* and upwards in 1861. The number of persons living in such houses exceeds this number; but the excess probably consists chiefly of servants, or, in the lower order of houses, of lodgers.

These 2,797,660 persons may, in my opinion, be fairly taken to *represent* the *middle* and *higher* classes in 1861. I say *represent* because some of the lower classes will, in various capacities, occupy 20*l.* houses, and many members of the middle classes in some places will live in houses of less than that assessed value.

Middle and upper classes, 1864.

I have been favoured by the Inland Revenue Department with a recent return of the number of houses of 20*l.* and upwards assessed in the year 5th April 1864–5. The number of such houses was 575,779. It may be assumed that the total inhabited houses in that year were

3,893,233, and the proportion of 575,779 to 3,893,233 is as ·14789 to 1·00000. Applying this ratio to the estimated population of 1864, viz., 20,772,308, the number in houses of 20*l.* rental with which we have to do is about 3,072,064. Looking at the recent progress of the country it may be fairly assumed that this estimate does not overrate the collective numbers of the middle and higher classes in the year 1864, and still less in the year 1866.

Middle and upper classes deduced from marriages by licence.

(2.) There are two classes of marriages in England; the *first* class is by licence, which costs about 64*s.* for fees and stamps; the other class of marriages, by bans, costs a variable sum in fees, which may be set down at an average of 12*s.* Taking the country generally, it is considered right and becoming for the higher and middle classes to marry by licence, and for the rest of the population to marry after publication of banns.

The marriages by licence were 26,579 in the year 1864 out of a total of 180,387. The marriages by licence were to the total marriages in the proportion of ·1473 to 1·0000. If we apply this proportion to the population of the year 1864 we get nearly the same population as before, 3,060,680, who represent the classes marrying by licence, if the proportion of marriages to population in both classes is the same.

It is difficult to draw the line between what are called the working classes and the middle classes, requiring such an education as the Commission is inquiring into; but here we have broad lines drawn by the people themselves, and recognized for practical purposes by the Chancellor of the Exchequer. From the one class he collects the house tax, and he does not now venture to go lower.

Children of middle and upper classes as above, deduced from house-tax payers.

(3.) The third step is to get the number of boys and girls at the several steps of age in the class in question. This for the present purpose may be obtained approximately by assuming that the 3, 072,064 are of the same proportional ages as the total population.

Upon this hypothesis I have constructed the subjoined table, giving the numbers of boys and girls living at each year of age from 5 to 20.

TABLE I.

Estimated NUMBER of CHILDREN of the MIDDLE and HIGHER CLASSES in England in 1864.

Ages of boys and girls estimated as belonging to the middle and upper classes in 1864.

Ages.	Boys.	Girls.	Total.
5 and under 6	37,329	37,326	74,655
6 „ 7	36,389	36,440	72,829
7 „ 8	35,546	35,557	71,103
8 „ 9	34,781	34,691	69,472
9 „ 10	34,076	33,860	67,936
10 „ 11	33,428	33,074	66,502
11 „ 12	32,822	32,345	65,167
12 „ 13	32,221	31,681	63,902
13 „ 14	31,647	31,089	62,736
14 „ 15	31,076	30,574	61,650
15 „ 16	30,662	30,188	60,850
16 „ 17	30,343	29,884	60,227
17 „ 18	30,063	29,584	59,647
18 „ 19	29,767	29,315	59,082
19 „ 20	29,427	29,073	58,500

NOTE.—The table may be read thus: The number of boys of the age 5 and under 6 belonging to the *middle* and *higher* classes is estimated at 37,329 for the year 1864.

TABLE II.

SUMMARY of TABLE I.

Ages.	Boys.	Girls.	Total.
5–10	178,121	177,874	355,995
10–15	161,194	158,763	319,957
15–20	150,262	148,044	298,306
5–20	489,577	484,681	974,258

The number of boys in the higher class of schools, and an estimated number of the boys of that class absent from such schools, should be deducted to obtain the boys belonging to the middle classes.

(4.) There is another set of facts which might possibly furnish the means of forming an estimate of the numbers of the classes required, viz., the income tax assessments.

Classification of people. Income Tax returns.

The tax is not levied on incomes of less than 100*l.* a year. In 1848 I made an estimate for the Income Tax Committee of the number of persons in England and Wales enjoying incomes recognized for taxation of various amounts. The following are the numbers corrected down to the year 1864:—

[See 2d Report of Income and Property Tax Committee, pp. 462–3, and evidence of W. Farr, pp. 196–9.]

Income.	Persons.
£150 and upwards - - -	408,211
£120 and upwards - - -	549,169
£100 and upwards (including all at 120*l.*, 150*l.*, or more) - - - -	692,200

Admitting the accuracy of the estimates, it is not so easy to pass from these numbers to the number of the children, as in the other instances.

Reference of these facts to judgment of Commission.

(5.) The Commission will know better than I do how close the classes which I have given come to the classes which form the field of their inquiry, and what additions or subtractions to make.

Profession and occupation Tables.

I recommend the Commission to employ some one to go over the occupation return of the census, to get thence the number of the professional, mercantile, industrial, and agricultural classes who are likely to require the contemplated education for their children.

Actual returns.

Again, by getting returns of the actual number of natives at the schools of well-educated districts some help will be obtained.

(6.) I append three tables which may be useful for the sake of comparison, the first two taken from the Census of 1861, showing the numbers and proportions of children returned as scholars at the several quinquennial ages; the last containing an estimate of the numbers of the classes required, framed on the same evidence as the table given on page 1, but relating to the population as ascertained by the Census of 1861.

TABLE III.

NUMBER of BOYS and GIRLS enumerated in ENGLAND and WALES of DIFFERENT AGES at the CENSUS of 1861, distinguishing (1) SCHOLARS; (2) BOYS and GIRLS at HOME, and others of NO STATED OCCUPATION; and (3) those ENGAGED in OCCUPATIONS.

	Boys.				Girls.			
Age - - -	0–5	5–10	10–15	15–20	0–5	5–10	10–15	15–20
Total - - -	1,354,907	1,172,960	1,059,889	957,930	1,345,875	1,171,106	1,045,287	974,712
Scholars - - - - - - - -	221,752	809,579	480,337	37,208	209,696	778,255	548,560	59,126
Sons and Daughters at Home, and others of no stated Occupation - - - -	1,133,155	340,076	188,879	46,856	1,136,179	379,816	285,466	246,624
Sons and Daughters engaged in Occupations -	—	23,305	390,673	873,866	—	13,035	211,261	668,926

TABLE IV.

To every 100 BOYS and 100 GIRLS enumerated in ENGLAND and WALES of DIFFERENT AGES at the CENSUS of 1861 the PROPORTIONAL NUMBER of (1) SCHOLARS; (2) of BOYS and GIRLS at HOME, and others of NO STATED OCCUPATION; and (3) of those ENGAGED in OCCUPATIONS.

	Boys.				Girls.			
Age. - - -	0–5	5–10	10–15	15–20	0–5	5–10	10–15	15–20
Total - - -	100·00	100·00	100·00	100·00	100·00	100·00	100·00	100·00
Scholars - - - - - - - -	16·37	69·02	45·32	3·88	15·58	66·46	52·48	6·07
Sons and Daughters at Home, and others of no stated Occupation - - - -	83·63	28·99	17·82	4·89	84·42	32·43	27·31	25·30
Sons and Daughters engaged in Occupations -	—	1·99	36·86	91·23	—	1·11	20·21	68·63

TABLE V.

ESTIMATED NUMBER of CHILDREN of the MIDDLE and HIGHER CLASSES in ENGLAND in 1861.

Ages - -	5-10	10-15	15-20	Total. 5-20.
Total BOYS of all classes -	1,172,960	1,059,889	957,930	3,190,779
Estimated number of BOYS belonging to the middle and upper classes.	163,104	147,381	133,203	443,688
Total GIRLS of all classes -	1,171,106	1,045,287	974,712	3,191,105
Estimated number of GIRLS belonging to the middle and upper classes.	162,846	145,351	135,537	443,734
Total number of BOYS and GIRLS of all classes.	2,344,066	2,105,176	1,932,642	6,381,884
Total *estimated* number of BOYS and GIRLS belonging to the middle and upper classes.	325,950	292,732	268,740	887,422

(b.)

* INQUIRIES into the NUMBER of BOYS at EXETER, BROAD CLYST, and SILVERTON, by T. D. ACLAND, Esq., M.P.

It seems desirable to obtain some data whereon to found an approximate estimate of the following particulars :—

1. The number of boys who need to be provided for in schools superior, in a social or educational point of view, to the elementary schools under the inspection of the Privy Council.

2. The proportion which such boys bear to the total number of inhabitants in any given town (regard being had to the distinguishing characteristics of various towns); also, the proportion which such boys bear to the total number of inhabitants in any given rural district (regard being had to the size of farms and other agricultural features in different counties or parts of counties).

3. The proportionate number of such boys in each case whose parents desire to give them a classical, semi-classical, or commercial education.

* This paper was drawn up for the use of the Commissioners at an early stage of the inquiry.

4. The proportion in which boys are now educated in public or private institutions where both are accessible.

Two attempts have accordingly been made, the first to ascertain the number of boys in the middle and upper classes actually at school in Exeter; the second to ascertain the number of boys residing in two considerable agricultural parishes between the ages of 8 and 16, and excluded from the reckoning for the Capitation grant of the Committee of Council.

I.

Exeter (including the parish of Heavitree, inhabited by the wealthier classes) has a population of about 42,000, no predominant branch of industry, some manufacturing and shipping interests, and a considerable number of families in easy circumstances.

The public endowed schools of Exeter present a somewhat complete gradation, regard being had to the ostensible purpose of each school, Classical, Semi-classical, Non-classical or commercial, and Elementary. If, however, the details of the arrangements now in operation be examined, it will he seen how far the usual English rule of adherence to tradition and accidental privilege has prevented systematic organization and adaptation to obvious modern wants.

1. *The Grammar School.* (Classical.) Moderate buildings in the main street. Situation objected to by some parents. Slender endowments as to annual income (about 70*l.*). Valuable exhibition fund, about 450*l.*, much cramped by restrictions and rights of patronage. Fees for day boys, 8*l.* 8*s.* Number of pupils small.

2. *Hele's School.* (Semi-classical.) Excellent buildings and playground, in a good situation. Endowment, 300*l.* per annum. Fees, 2*l.* for boys above the age of 10; 1*l.* below that age. Limited to 150 boys. Quite full.

3. *Blue School, St. John's Hospital* (Non-classical, commercial, and elementary). Good buildings and playground, close to the grammar-school. Endowment, 797*l.* per annum. No school fees; 200 boys, all educated gratuitously; 25 out of that number lodged, fed, and clothed. Quite full.

4. There is another endowed school (elementary); also several schools, national, parochial, and Wesleyan, supported by voluntary contributions and Privy Council grants.

There are 11 principal private establishments, on which, being private, it may be unadvisable to make here any special remark. Suffice it to say, that they represent various forms of classical, classical and commercial, and commercial schools; also a preparatory school, training for the higher public schools, and private tuition in preparation for competitive examinations.

A private letter was addressed to the head master of each establishment, requesting him to fill up a copy of the annexed form; each copy being numbered with reference to a list in the private possession of the inquirer. An undertaking was given that no particulars, which could be identified with any gentleman replying to the inquiry, would be made public. This undertaking applies chiefly to private establishments.

The following is a copy of the form sent out:—

DATA for an approximate Estimate of the Number of Boys in the Upper and Middle Classes receiving Education in the Schools of Exeter.

*School No.*_____

Boys in the School during the Half Year ending Christmas, 1866.	Day Boys.	Boarders.	Remarks.
A. Sons of Gentleman of Independent Income, Professional Gentleman, Bankers, Manufacturers, or others in large Mercantile Business desiring to prolong Education to eighteen years of age or later.			
B. Sons of Tradesmen in considerable business, Farmers, Agents, Managers, Upper Clerks, or others desiring to carry on Education to *about* sixteen years of age.			
C. Sons of Tradesmen in limited business, Shopmen, Clerks, Upper Artizans, or others desiring to carry on Education to *about* fourteen years of age.			

The three grades of education were intended to be defined chiefly by the age to which general education is continued (see Mr. Fearon's Report, p. 6). In some of the answers the social status of the parents appears to have been chiefly considered.

The three grades were distinguished by the letters A. B. C. It seems better to use these letters with the same meaning as is attached to them in other Tables prepared under the direction of the Commission.

It seems also desirable to subdivide the classes indicated by those letters as follows:—

		Continuation of School Life.
First Grade *	A Training for Universities and Learned Professions -	to 18 and upwards.
	A_2 Training for Mercantile and Manufacturing Business -	to 17 or 18.
Second Grade	B_1 Training for Trade and Agriculture - - -	to 15 or 16.
Third Grade	B_2 Training of small or decayed Tradespeople's Families -	to 13 or 14.
	C_1 Upper Artizans - -	
Below the Range of the Commission.	C_2 Labourers - - -	Usually not beyond 12 or 13.

* On reference to Mr. Fearon's Report, it will be noticed that he does not include the subdivision A_1 in his definition of the middle class.

The answers received to the inquiries addressed to the Exeter schoolmasters may be stated, in a tabular form, as follows:—

	Day Boys.				Boarders.			
	First Grade. A.	Second Grade. B_1.	Third Grade. B_2 C_1.	Total.	First Grade. A.	Second Grade. B_1.	Third Grade. B_2 C_1.	Total.
In the Grammar and Private Schools	A_1 85 A_2 60	174	12	326	104	115	1	220
In Hele's School (semi-classical)	—	20	130	150	—	—	—	—
In the Blue School, St. John's Hospital	—	—	175	175	—	—	25	25
Total	145	194	317	651	104	115	26	245

It must be observed that the total number of day boys as stated in this table does not represent the entire number of boys belonging to resident families attending school, for the following reasons:—

Several of the boarders in private schools are residents.

The 25 boys fed and clothed at the Blue School are, with few exceptions, Exeter Boys.

A large number of Exeter boys are sent to boarding schools elsewhere.

There are also a certain number of boys in the higher classes of elementary schools about the age of 14, and pupil teachers over that age. The number of such boys is estimated in the returns as about 50.

Due allowance being made for these qualifications and for some private information, the following deductions from the tabulated figures may be stated in round numbers: *

	Proportion of boys to Population.
That the number of boys belonging to resident families and seeking education in Exeter schools (other than the elementary) is not less than 672, or	16 per thousand.

* As the figures given in the text have a suspicious appearance, owing to their remarkable tendency to convenient numbers, it may be well to state that in the first proof of this paper they were made out precisely, with the proportional ratio per thousand in decimals. As, however, the fractions are unimportant, and give a fallacious appearance of accuracy, the data being only approximate, it seems more useful to give round numbers easily remembered. It may be well to add, however, that the points on which there is most room for doubt are the following.

1. Some persons may object to the principle of including in any estimate of middle-class education such boys as those in the Blue Coat School. It may be answered that they are for the most part boys who forego earnings till the age of 14. If it be urged that it is a charity school; that is true, but so is Christ's Hospital in London.

2. It is doubted whether the number of boys sent away from Exeter to boarding schools elsewhere may not be too highly estimated. It must be admitted that the estimate on this point is little more than a guess.

3. There is some doubt as to the proportion of A_1 to A_2 in the first grade. The number in the table rest partly on a general knowledge of the character of the

That of the boys so estimated the number seeking such education in the third grade (lower semi-classical or ordinary commercial) is not less than 336, or - -	8 per thousand.
That the number in the second and in the first grade desiring a superior commercial education is (adding $B_1 + A_2$) about 252, or - - - - -	6 per thousand.
That the number seeking a superior classical education, either in preparation for public schools or universities or for one of the learned professions, is about 84, or -	2 per thousand.
Making a total of boys of the upper and middle classes in Exeter schools about 672, or - - - - -	16 per thousand.
To this estimate may probably be added boys sent to boarding schools out of Exeter seeking in some sense a superior education, about half the number sent to boarding schools in Exeter; say 126, or -	3 per thousand.
And a certain number receiving a superior education in elementary schools, and desirous to rise, about - - -	1 per thousand.
Total of Exeter boys, upper and middle, at school, about - - -	20 per thousand.

The proportions per thousand might be given in another form (omitting the distinction between the Classical A_1 and Modern A_2) thus:—

Boys in the first grade	- 3 per thousand	exclusive of boys sent elsewhere to boarding schools.
„ second grade	- 5 „	
„ third grade	- 8 „	

II.

The information with respect to agricultural parishes must be given in a more general form. It relates, moreover, rather to the boys needing education than to those actually receiving it.

Inquiry was made as to the number of boys not less than 8 years nor more than 16 years of age in two parishes near Exeter, Broad Clyst, and Silverton.

In the case of Broad Clyst the clergyman extracted from the register the names of all boys baptized in eight years, ending with 1858, and struck out the names of those who had died or left the parish, and the names of all labourers or journeymen mechanics, adding those of new residents belonging to the class in question.

In the case of Silverton the master of an endowed free school sent a return of all the boys of the middle class between the designated ages on the books of the school.

schools supplying the data, partly on explicit statements of the masters. It is to be observed also that the efficiency and general repute of the grammar schools or private schools which happen to be available in particular towns, affects the proportion of boys receiving classical education in different places almost more than the choice of the parents.

It appears that in Broad Clyst, with a population of 2,318, there are 41 boys between the ages of 8 and 16 for whom the capitation grant cannot be claimed in the national school, or about 17 per thousand.

Of these 41 boys 21 are sons of farmers, about eight sons of tradesmen, tailors, shoemakers, bakers; about 8 sons of master mechanics, a carpenter, a wheelwright, a smith, a harness maker; four are sons of upper servants and of a drill instructor in receipt of good income.

There are in Broad Clyst

14 farms above 200 acres.
19 farms between 100 and 200 acres.
19 farms below 100 acres.

52 farms in all.

The 14 largest farmers and perhaps three or four tradesmen and the drill instructor and domestic servants could afford 4*l.* a year, or for a time a boarding school; the rest would not willingly pay more than 10*s.* a quarter, some could not do quite so much for more than a short time.

There are 5 independent gentlemen's families besides those of a clergyman and a medical man, in none of which there are any boys between the designated ages. Five years ago there were six at public or other boarding schools.

In Silverton, population 1,260, the master sent a return of 32 boys, but of these 12 are not resident in the parish. The number is therefore reduced to 20, or rather less than 16 per thousand.

This return was subsequently verified by the clergyman of the parish, who accounted for the parentage of the 20 boys thus:—10 were sons of farmers, two of butchers, three of publicans, three of carpenters, one of a blacksmith, and one of a master mason.

The farms are about the same size as those in Broad Clyst, and the land in both parishes is generally fertile.

(c.)

ESTIMATE of the NUMBER of BOYS in the COUNTIES of CAMBRIDGE, HUNTINGDON, and SUFFOLK, with some general CONCLUSIONS.

By D. C. RICHMOND, Esq., Assistant Commissioner and Registrar to the Commission.

The object of the following investigation is to establish a formula for estimating in different localities the number of boys who ought to be receiving instruction of a higher kind than that offered at National Schools.

Dr. Farr's Estimate.

An estimate of the upper and middle classes of society for the whole population of England and Wales has been made by Dr. Farr,* based on the number of houses of the assessed annual value of 20*l.* and upwards, and of marriages by licence.

(1.) From houses assessed at 20*l.* rental and upwards.

I. By the first method he obtains, for the year 1864–5, 575,779 as the number of 20*l.* houses, and 3,072,064 as the number of persons living in those houses,—and these persons may in his judgment be taken to represent the middle and upper classes. He then constructs a table showing the number of boys of different ages who would be

* See pp. 6–10.

included in this portion of the population. From this table we may deduce the following:—

Table I. deduced from this estimate.

TABLE I., showing the Number of Boys in England and Wales whose Parents occupy Houses assessed at 20*l.* Rental and upwards, and the Proportion borne by them to 1,000 of total Population, and to each such House (1864).

Ages.	Boys.	Proportion of Boys	
		To 1,000 of total Population.	To each House.
8 and under 14 -	198,975	9·57	·345
8 and under 15 -	230,051	11·07	·399
8 and under 16 -	260,713	12·55	·452

Formulæ deduced from Table I.

This supplies us with two formulæ for calculation. Thus to calculate the number of boys whose parents live in houses assessed at 20*l.* rental and upwards, and who are of 8 and under 15 years of age, take (approximately)—

(*a*) 11 such boys to every 1,000 of population.

(*b*) 4 such boys to every 10 such houses.

Formula (*a*) too general for present purposes.

The first formula (*a*) is of too general a character to be applied safely to any given portion of the population; being estimated for the whole country, it will only be true for a given portion, if in that portion the lower classes preserve to the upper and middle the same ratio as they do in the aggregate of the whole country; this we know is not the case. There are small towns—villages almost—to which the wealthier classes largely resort; and there are great masses of people composed almost entirely of the labouring classes.

Necessary to discriminate between places of different character.

If we would estimate even approximately the number of upper and middle class boys in any given locality, we must possess means for discriminating between urban and rural populations, between mining and agricultural districts, between trading and watering places; our formula should have reference to the upper and middle classes only, and should not include the varying admixture of labouring population at all.

Formula (*b*) insufficient for present purpose.

Two things only are wanting to formula (*b*) to make it answer all our requirements. They are,—

(1.) That the number of 20*l.* houses in any locality should be known.

(2.) That the test of occupying a 20*l.* house should correspond with the social limits within which the scope of this inquiry is contained.

But (1) the number of houses assessed at 20*l.* rental and upwards is not easily ascertainable for separate towns and parishes;* and (2) the rule of a 20*l.* house operates differently in different localities, so that if it would give us the right test in, for instance, the Cambridgeshire

* A return, apparently occasional only, is made for each county or division of a county. The returns I have been able to obtain are for the years 1861–2 and 1865–6. By aid of these and of the summary return for the whole country supplied to Dr. Farr for the year 1864–5, we can calculate with sufficient precision the number of houses assessed in the three counties with which the ensuing investigation more immediately deals, for the year 1864–5. Hence we can deduce the following—

fens, we may be sure it would give a very fallacious one in Brighton, and *vice versâ*.

II. From the proportion of marriages by licence to those by banns, Dr. Farr deduces results coinciding remarkably with those he obtains from the number of 20*l.* houses. But for the purpose of discriminating between different localities this test is even more fallacious than the last. (2.) From proportion of marriages by licence.

The Registrar-General in his 27th Report (1866) notices as a "singular coincidence" that the marriages by licence in 1864 were to the total marriages in nearly the same proportion as the number of houses assessed at 20*l.* rental and upwards were to the total number of inhabited houses. He mentions that "there is no constant relation "between the two classes of facts in the several counties," a remark which is substantiated by a comparison of the returns relating to both classes of facts. This still more fallacious for present purpose.

For instance,* the proportion of houses assessed at 20*l.* and upwards to the total number of inhabited houses in Staffordshire and Herefordshire is almost the same, viz., 7·2 and 7·3 per cent. respectively, whereas the marriages by licence were only 8 per cent. of the total marriages in Staffordshire, but were 20 per cent. in Herefordshire. Again, the proportion of houses assessed at 20*l.* and upwards in London is extremely high, namely 44·2 per cent.; in Westmorland it is very low, namely 6·2 per cent.; nevertheless the per-centage of marriages by licence in London was 14, whereas in Westmorland it was 39. These extremes of divergence are probably obtainable only Divergence in the practice of different counties.

TABLE showing the number of boys from 8 to 15 years old whose parents occupy houses assessed at 20*l.* rental and upwards, estimated at the rate of four boys to 10 houses in the Counties of Cambridge, Huntingdon, and Suffolk.

County.	Population (1861).	Houses assessed at 20*l.* rental and upwards.			Boys from 8–15 Years old, estimated at ·4 of last Column.	Proportion of Boys to 1,000 of Population.
		1861–2.	1865–6.	1864–5 (estimated).		
Cambridge - -	176,016	3,515	3,641	3,594	1,437	8·1
Huntingdon - -	64,250	1,007	1,066	1,044	417	6·4
Suffolk - -	337,070	5,394	5,859	5,687	2,274	6·7
Whole District -	577,336	9,916	10,566	10,325	4,128	7·15

These proportions are sufficient to show how inapplicable any general estimate is even to so large an area as a county. Dr. Farr's estimate for the whole country gives a number of boys, from 8 to 15 years of age, whose parents occupy houses assessed at 20*l.* rental and upwards, equal to 11·07 per 1,000 of the total population. And yet in these three counties the above calculations, though made on Dr. Farr's own plan, and being part of his calculation and included in his total, give proportions falling short of his general proportion to the extent of from 25 to upwards of 40 per cent.

* The figures quoted in the text are taken as regards the per-centage of houses from the Census, vol. iii., p. 92, and relate as to the total number of houses to the year 1861, as to the assessment for the year ending 5th April 1862: as regards the per-centage of marriages by licence the authority is the 27th Report of the Registrar General of Births, Deaths, and Marriages, which deals with the year 1864. The discrepancy in the dates is doubtless not material.

by contrasting counties in which the urban element is large with those in which it is small; but it still remains very difficult to explain the fact that the proportion of marriages by licence in Devonshire is exactly double of that in extra-metropolitan Kent, and more than double that in Hertfordshire (which falls short of Devonshire in its proportion of 20*l.* houses only to the extent of ·3 per cent.), unless it be conceded that fashion has more to do with the matter than wealth.

Aim of this investigation to establish a distinct formula.

III. The aim of the following investigation is to establish a formula for calculating in any given community the number of boys in it above 8 years of age, who may be expected to be at schools above the primary, by a process free from the defects inherent in the two formulæ which have been deduced from Dr. Farr's memorandum.

Formula must depend on enumeration of classes concerned.

It is clear from what has been already said that such a formula must depend upon some sort of enumeration of the classes concerned. The census supplies no data for determining in separate towns and districts the number of inhabitants who belong to a class above the labouring poor; still less does it enable us to define among those inhabitants the proportion whose children ought to be in attendance at schools above the primary.

A measure of these classes is supplied by names in County Directory.

But solutions to both these problems are obtainable from other sources. In the first place, the lists of "private" and "commercial" residents given in a good County Directory supply a number of names representing the gentry, and, in the widest sense of the term, the tradespeople in each place; the names are for the most part those of householders only, and if it is required to deduce the number of inhabitants these names represent, it can be done by aid of a formula expressing the average number of persons in a household. The number of names in these lists, therefore, furnishes a measure of the number of persons belonging to the upper and the "commercial" classes. There remains the second difficulty, to determine the proportion of this "commercial" class whose children may be expected to be at secondary schools.

By this means boys above the manual labour class easily estimated.

If it were required simply to calculate the number of boys within certain limits of age who belong to a class just distinguishable from that of ordinary day labourers, that is, from men who either have no *specialité* to connect them with any particular branch of trade or industry, or at least whose position is not one of sufficient independence to render their names useful in a trade list drawn up for trade purposes, we could at once estimate their number very approximately by means of purely statistical formulæ; for the Directory lists purport to include all who are in any sense "commercial," and comprise petty shopkeepers, carpenters, blacksmiths, chimney-sweepers, mariners, &c., a class in which are many who, if not employers of labour, are not necessarily excluded from the benefit of the Government grant in inspected schools. This class, on which a Government grant can be claimed, we would exclude altogether from our definition of the middle class. But the Directory lists give no means for discriminating between persons following the same trade, but of different social position; we cannot therefore narrow our ground any further by statistical methods.

Lower stratum of commercial class should be excluded from definition of the middle class. But no means supplied by Directory lists.

The only test is experience of well-educated places.

The only practicable test we can apply to this "commercial" class is the experience of well educated places, where opportunities exist for cheap middle-class education side by side with good primary schools. By investigation in such places it is possible to ascertain how many boys actually avail themselves of the local middle-class schools, and how many boys of the middle class (exclusive of that lower stratum of the "com-

mercial" class above referred to) can be otherwise accounted for, whether as being sent from home to boarding schools, or as being for special reasons at primary schools. We can then establish a relation between the boys so traced and the names in the Directory which will give us a formula as trustworthy as the uncertain limits of the middle class render possible. It will be found that the number of Directory names bears a very variable proportion to the whole population, so that by shifting our basis from the whole population to the upper and commercial portion of it, we shall have saved ourselves from most material error.

Ratio can be established between boys traced and names in Directory.

The three counties of Cambridge, Huntingdon, and Suffolk for which the ensuing calculation is made are in one respect peculiarly adapted for the purpose. Their population is nearly stationary, and therefore any calculation we may make with reference to the population in 1861 will be very nearly correct for 1867, or any intervening year. In the decade preceding the date of the last census, the population of Cambridgeshire had decreased to the extent of 5 per cent.; that of Huntingdon had increased by ·1 per cent.; that of Suffolk had decreased to a still less appreciable extent. Most of the towns in the three counties showed a decrease; in Cambridgeshire especially the fall was in some cases very considerable. The only prominent cases of increase were shown at Ipswich and Lowestoft.

The three counties for which calculation is made are peculiarly suitable, because nearly stationary in population.

The plan then is,—

Plan of the following investigation.

(1.) To ascertain in certain localities offering peculiar facilities for investigation, the number of boys above 8 years of age who are actually attending grammar or commercial schools, or who, if at primary schools, belong to a social class clearly above the lowest, and who would presumably be at secondary schools but for exceptional causes.

(2.) To count the names of householders, described as "private" and "commercial" residents, contained in Kelly's Post Office Directory for the localities in which the above investigation is made.

(3.) To obtain a ratio between the results of (1.) and (2.), and to apply it to other localities by aid of a like counting of names in the Directory.

Such a formula will at once adapt itself to the character of any individual town, and will be based, not upon any hard and fast test, like the occupation of a 20*l.* house, but upon the positive experience of certain well-educated places.

Pliability of such a formula.

We proceed, then, to follow out this plan of calculation.

1. Investigations actually made:—The localities were the towns of Woodbridge and Bury St. Edmund's in Suffolk, and the large villages of Kimbolton in Huntingdonshire and Stradbroke in Suffolk.

Results of investigations at certain places.

The population of Woodbridge in 1861 was 4,513. The schoolboys actually traced who are sons of residents in Woodbridge of the *upper and middle classes* are 91 in number. Of these six are at boarding schools, 75 attend the Grammar School as day scholars, and 10 are at the British School. These 10, who represent the lower limit of the classes taken into consideration, are composed of two sons of master mariners, two of small farmers, and six of shopkeepers. At the National school no middle-class boys above 8 years of age are reported.

At Woodbridge.

At Bury St. Edmund's, with a population in 1861 of 13,318, there are now 35 town boys at the Grammar School, 124 at the Guildhall Commercial School, and 41 at two private commercial schools. These schools exhaust, I believe, the *upper and middle classes* of Bury, but of course some boys are sent to boarding schools. The total number of boys traced is 200. If an allowance be made for boys sent out of the town to boarding schools proportioned on the basis of the number

Bury St. Edmund's.

ascertained at Woodbridge, the whole number of boys at upper and middle class schools would be 217.*

Kimbolton. The population of Kimbolton in 1861 was 1,661. The number of *middle class* boys of 8 years of age and upwards is 19; of these 17 are at the grammar school, one is at the national school in preparation for the grammar school, and one is sent to a boarding school. The boys at the grammar school are all under 14 years of age.

Stradbroke. At Stradbroke the population is 1,537, and the newly organized upper school, which is exclusively provided for sons of yeomen, farmers, and tradesmen, and into which no sons of the labouring poor are admitted, is attended by 40 boys, of whom 17 are sons of parents residing in Stradbroke, and all under 14 years of age.

In this case, as at Kimbolton, the number given comprises the middle class only, and not the upper.

Limits of age of boys traced. The limits of age within which boys are counted in these investigations vary with the general character of the school which they attend. At Bury Grammar School some boys will be included of the age of 17 or 18 years; at Woodbridge some of 15 and 16 years; whereas at Bury Commercial School the general limit is about 14 years. On the whole, after a comparison of the several statistics, I feel justified in affirming that at Woodbridge and Bury the various limits of age are equivalent to an average of from 8 to 15 years, as against 8 to 14 at Kimbolton and Stradbroke. The results may be briefly tabulated thus:—

TABLE II., showing RESULTS of ACTUAL INVESTIGATIONS at certain PLACES.

Locality.	Population (1861).	School-boys (1867).	Ages.	Proportion to 1,000 of Population.
Bury St. Edmund's -	13,318	217	8–15	16·2
Woodbridge - -	4,513	91	8–15	20·1
Kimbolton - - -	1,661	19	8–14	11·4
Stradbroke - - -	1,537	17	8–14	11·0

* The Guildhall school contains among its scholars some who represent the lower limit of the middle class as treated in Bury. The following account of the parentage of the boys was supplied to me by the Head Master:—

BURY ST. EDMUND'S GUILDHALL SCHOOL.

Professions or trades of pupils' fathers. First half of 1867.—124.

Ministers.—Wesleyan, 2; Primitive Methodist, 1 - - - - -	3
Brewers, 2; *coffee planters* (in Ceylon), 2 - - - - -	4
Manufacturers of Implements, 1; tobacco, 1; brushes, 1; zinc and iron, 3; shoes, 3; Harness, 2; clothing, 3 - - - - - -	14
Merchants.—Corn, 4; leather, 3 - - - - - -	7
Public Officers.—Postmaster, 1; governors of gaols, 2; governors of unions, 4; inland revenue, 5 - - - - - - - -	12
Grocers, 4; confectioners, 3; master baker, 1 - - - - -	8
Farmers, 2; seedsman, 1; lessee of Botanic Gardens, 1; Stewards or superior servants, 4 - - - - - - - - -	8
Hotel and inn keepers - - - - - - - - -	11
Draper, 1; silk mercer, 2; master tailors, 5 - - - - -	8
Auctioneer, 1; surveyors, 2; builders, 3 - - - - -	6
Clerks, 3; reporters, 2; commercial travellers, 4 - - - -	9
Booksellers, printers, &c., 3; dealer in fancy goods &c., 2 - - -	5
Chemist, 1; veterinary surgeon, 1 - - - - -	2
Photographers, 3; master coach builders, 4; master painter 1 - - -	8
Watchmaker, 1; shop-keepers' assistants, 2 - - - - -	3
No occupation, 2; dead or unknown, 14 - - - - -	16
	124

2. Names of "private" and "commercial" residents in the Directory :—

These have been counted, in the edition of 1865 for Suffolk, and 1864 for Huntingdon, and give for Bury St. Edmund's, 1,079 ; for Woodbridge, 385. For Kimbolton and Stradbroke the "commercial" names alone are 97 and 94 respectively. Names in the Directory counted.

3. The ratio borne by boys traced to names counted in the Directory is as follows :— Ratio established between boys traced and names counted.

(*a.*) For upper and middle class boys, 8–15 years,—

In Bury	20·11 per cent.
Woodbridge	23·63 „
In the two combined	21·03 „

(*b.*) For middle class boys only, 8–14 years,—

In Kimbolton	19·58 per cent.
Stradbroke	18·08 „
In the two combined	18·84 „

The difference between the two results is due to the average difference of one year in the limit of age. If the second ratio be corrected so as to include one year more it is raised to 21·31 (allowance being made for deaths,) or to practically the same figure as the first.

The formula we deduce, therefore, is that the upper and middle class boys from 8 to 15 years of age are equal to 21 per cent. of the names of private and commercial residents contained in Kelly's Directory. FORMULA DEDUCED.

We may at once make a general estimate of upper and middle class boys from 8 to 15 years of age for each of the three counties. The Directory lists have been counted throughout, care being taken to strike out any double entry of a name under the head both of "private" and "commercial" residents. The result is given in the following table :— Application of the formula. General estimate of boys from 8 to 15 years, for whole counties.

TABLE III., showing the NUMBER of UPPER and MIDDLE CLASS BOYS from 8 to 15 years old, estimated at 21 per cent. of PRIVATE and COMMERCIAL RESIDENTS named in Directory, for whole COUNTIES, and the PROPORTION borne by them to 1,000 of POPULATION.

County.	Population, 1861.	Private and Commercial Residents, (1864 or 1865)	Upper and Middle Class Schoolboys estimated at 21 per cent. of preceding Column.	Proportion of Boys to 1,000 of Population.
Cambridge	176,016	9,720	2,041	11·5
Huntingdon	64,250	3,647	765	11·9
Suffolk	337,070	20,425	4,289	12·7
Whole District	577,336	33,792	7,095	12·28

It should be borne in mind that the above table relates to the number of boys of the required classes from 8 to 15 years old, and if these are regarded as the average limits of school life, the estimate will apply for the purpose of calculating the number of presumable school boys. As a matter of fact, however, it seems that the proportion of presumable schoolboys in these counties is slightly lower than that of boys from 8 to 15 years of age, and that the reduction is due to the briefer average school life usual in country parts than in towns. This is more fully worked out in the foot note to p. (24). In any case the difference is but slight.

The comparative results in urban and rural localities require to be set out separately, with a view to estimating in communities of different character the number of upper and middle-class schoolboys to be expected. Separate estimates for urban and rural population.

The table last obtained for estimating within the fixed limits of 8 and under 15 years of age, divides itself thus:—

I. URBAN POPULATION.

Estimate for urban population.

TABLE IV., showing the NUMBER of UPPER and MIDDLE CLASS SCHOOLBOYS, from 8 to 15 Years of Age, estimated at 21 per Cent. of the PRIVATE and COMMERCIAL RESIDENTS named in DIRECTORY in each Town, and the Proportion borne by them to 1,000 of Population.

Estimate for each town.

Town or Parish.	Population.* (1861).	Upper and Middle Class Residents (1864 or 1865).	Upper and Middle Class Schoolboys, 8–15 Years, estimated at 21 per cent. of preceding column.	Proportion of estimated Schoolboys to 1,000 of Population.
CAMBRIDGESHIRE.				
Cambridge	26,361	1,889	397	15·5†
Ely	7,982	415	87	10·9
March	3,455	355	74	13·5
Newmarket	3,261	225	47	14·5
Whittlesea	6,966	416	87	12·5
Wisbeach	9,276	674	142	15·3
HUNTINGDONSHIRE.				
Godmanchester	2,438	177	37	15·1
Huntingdon	3,816	264	55	14·5
Ramsey	3,412	198	41	12·2
St. Ives	3,395	299	62	18·5
St. Neots	3,321	265	55	16·7
SUFFOLK.				
Beccles	4,266	323	67	15·7
Brandon	2,203	139	29	13·2
Bungay	3,805	350	73	19·4
Bury St. Edmund's	13,318	1,079	217	16·2
Eye	2,430	224	47	19·3
Hadleigh	3,606	220	46	12·8
Halesworth	2,521	279	58	23·2
Ipswich	37,950	2,704	568	14·9
Lowestoft	9,534	652	137	14·3
Southwold	2,032	170	35	17·5
Stowmarket	3,639	296	62	17·1
Sudbury	6,879	386	81	11·8
Woodbridge	4,513	385	91	20·1

* The populations entered in the first column of figures are those in accordance with which the lists of private and commercial residents are framed in the Directory; they are not always those of the towns proper, as defined for municipal or other purposes, but are more frequently in accordance with parochial limits.

† In the calculation for Cambridge a deduction of 800 has been made from the stated population, as representing about half the University who were probably in residence at the date of the census, two days after the commencement of the Easter term.

Or in a summary form for the urban population of each county:—

TABLE V., showing the NUMBER of UPPER and MIDDLE CLASS SCHOOL-BOYS, from 8 to 15 Years of Age, estimated at 21 PER CENT. of the PRIVATE and COMMERCIAL RESIDENTS named in DIRECTORY for the whole URBAN POPULATION of each County, and the Proportion borne by them to 1,000 of Population.

Estimate for each county.

County.	Urban Population (1861).	Upper and Middle Class Residents (1864 or 1865).	Upper and Middle Class Schoolboys, 8–15 years, estimated at 21 per cent. of preceding column.	Proportion of estimated Boys to 1,000 of Population.
Cambridge - - -	57,301	3,974	834	14·5
Huntingdon - - -	16,382	1,203	250	15·2
Suffolk - - - -	96,696	7,207	1,511	15·6
Whole District - -	170,379	12,384	2,595	15·23

Possible modifications if population were given for 1865.

If the towns are increasing or decreasing at the rates shown by a comparison of the census of 1861 with that of 1851, the proportions given in the last column of Table IV. would undergo some modification for 1865. In particular the proportions at Ipswich and Lowestoft would be lowered, while by far the greater number would be raised, though in a less degree. The summary proportions in Table V. would probably not be affected.

II. RURAL POPULATION.

TABLE VI., showing the NUMBER of UPPER and MIDDLE CLASS BOYS, from 8 to 15 Years of Age, estimated at 21 PER CENT. of PRIVATE and COMMERCIAL RESIDENTS named in DIRECTORY, for the whole RURAL POPULATION of each County, and the PROPORTION borne by them to 1,000 of Population.

Estimate of boys from 8–15 years for rural population.

County.	Rural Population (1861).	Private and Commercial Residents, (1864 or 1865).	Upper and Middle Class boys, 8–15 years, estimated at 21 per cent. of preceding column.	Proportion of Boys to 1,000 of Population.
Cambridge - -	118,715	5,746	1,206	10·1
Huntingdon - -	47,868	2,444	513	10·7
Suffolk - - -	240,374	13,218	2,775	11·5
Whole District -	406,957	21,408	4,494	11·04

From which it appears that this proportion per 1,000 of the rural population alone almost coincides with that of Dr. Farr, based on the occupation of a 20*l.* house, for the whole country.* (*Supra*, Table I.)

To recapitulate, we have obtained by application of the mode of computation propounded on p. 21 the following general results:—

(*a.*) Over the whole district under investigation the number of boys from eight to 15 years of age belonging to the upper and middle classes is equal to 12·28 per 1,000 of the population.

(*b.*) This per-centage is produced by the urban and rural elements in the population combined; but, separately, the proportions are,—

(1.) In towns, 15·23,
(2.) In country, 11·04. } per 1,000.

Further, by aid of Dr. Farr's calculations we may draw the following conclusions:—

1. The number of boys from 8 to 15 years of age comprised in the 3,072,064 inhabitants of houses assessed at 20*l.* rental and upwards is estimated by Dr. Farr at 230,051. The number of upper and middle class boys from 8 to 15 years old in the three counties here treated of is estimated above at 7,095.

At the same rate of boys to population the upper and middle

Separate estimates of probable schoolboys in rural parts: Upper class to 17 years, middle class to 14 years.

* As already suggested, these results for the rural population require some further consideration, if we could ascertain the number of probable schoolboys, according to the average school life now observable in the district. The upper-class residents may be expected to bear a smaller proportion to the middle-class in rural places than they do in towns, and if this be so the average school life in the rural districts will fall short of the period from 8 to 15 years which has been taken in the text. We therefore take the upper and the middle-class names separately for the rural population.

We have obtained a formula for calculating the middle-class boys up to 14 years of age, viz., 18·8 per cent. of the commercial residents named in the Directory. The upper-class boys, sons of country gentlemen, clergymen, &c., may be calculated thus:—18·8 per cent. of the private residents gives us the number of these boys from 8 to 14 years old; we extend this calculation by three years, because these boys are presumably to be educated up to 17 years of age, and make the proper deductions for deaths.

The result is embodied in the following table:—

Estimate in rural parts alone.

TABLE A., showing the Results of separate Estimates of Upper and Middle-class Schoolboys in Rural Districts, on the Principle of the Tables in the text, but with allowance for Difference in Limits of Age in town and country.

County.	Rural Private Residents.	Rural Commercial Residents.	Estimated Upper Class Boys, 8–17 yrs.	Estimated Middle Class Boys, 8–14 yrs.	Total Boys Estimated.	Proportion per 1,000 of Population.
Cambridge - -	549	5,197	149	977	1,126	9·4
Huntingdon - -	311	2,133	85	401	486	10·1
Suffolk - - -	1,527	11,691	316	2,197	2,513	10·4
Whole District -	2,387	19,021	550	3,575	4,125	10·13

This calculation modifies that given in Table VI. to the extent of nearly 1 boy per 1,000 of population.

The basis of ascertained facts on which it proceeds was obtained in the case of two towns and two large villages. No separate statistics were given for small villages, and in fact no investigation sufficiently exhaustive to be quoted for statistical purposes was made. But in corroboration of this estimate of 10 per 1,000 for

classes in these three counties would comprise 89,743 persons, (out of a total population of 577,336) composed of 55,100 inhabitants of houses assessed at 20*l.* rental and upwards, and 34,643 of houses below that rental.

2. The 33,792 private and commercial names (Table III.) represent probably some 30,000 households. At the rate of 4 boys to 10 households, these would supply 12,000 boys from 8 to 15 years old. Of these upwards of 7,000 belong to the upper and middle classes, as here regarded, the remaining 5,000 being of the lower commercial class, just distinguishable from that of simple labourers, but who are either unable or unwilling to pay for secondary education.
3. Summarily, for the counties of Cambridge, Huntingdon, and Suffolk, there are on an average in every 1,000 of population 155 persons belonging to the upper and middle classes, of whom 12 or 13 are boys from 8 to 15 years of age. Also throughout the country in every 1,000 of population there are 77 boys from 8 to 15 years of age, of whom in this district 12 or 13 (or about one-sixth) belong to the upper and middle classes.
4. Lastly, if the proportion of 12·28 per 1,000 of population which has been arrived at in Table III. for the three counties of Cambridge, Huntingdon, and Suffolk be applied to the whole country, the total number of boys of the upper and middle classes from 8 to 15 years old in England and Wales may be set down at 255,000.

This estimate does not differ very widely in its ultimate result from that given by Dr. Farr. But there is this essential difference between their component parts. Dr. Farr's figures confessedly are representative only. They include many of the lower classes, "who, in various capacities

rural population, it may be mentioned that the whole attendance at Stradbroke school, viz., 40 from that village and its neighbourhood, is equal to nearly 9 per 1,000 of the estimated population within a direct radius of three miles from the school. The proportion due to the neighbourhood only, exclusive of Stradbroke, is at the rate of 7·6 on the population without Stradbroke. Similarly, the middle-class school at Helmingham draws 26 day-boys from a neighbourhood within a three-mile radius, whose population is estimated at 3,565; this is equal to 7·2 per 1,000. Of course it is not to be supposed that all the possible pupils attend, though the attendance is good in both cases. The average estimate for rural population is raised to 10 per 1,000 by the higher rate obtained in the case of large villages. Corroborated generally by experience at Stradbroke and Helmingham.

When combined with Table V. for the urban population, this estimate of probable schoolboys gives, in distinction from the estimate of boys from 8 to 15 years of age given in Table III., the following results for the whole population of the several counties :—

TABLE B., showing the total estimated Number of Upper and Middle-class Schoolboys by combination of Tables V. and A., *i.e.*, the limits of age being somewhat less than 8 to 15 years. Estimate in urban and rural parts combined.

County.	Estimated schoolboys in Urban Parts.	Estimated Schoolboys in Rural Parts.	Total Estimated Schoolboys.	Proportion to 1,000 of Population.
Cambridge - - -	834	1,126	1,960	11·1
Huntingdon - - -	250	486	736	11·4
Suffolk - - -	1,511	2,513	4,024	11·9
Whole District - -	2,595	4,125	6,720	11·63

"occupy 20*l.* houses," and as a set-off they exclude many of the middle class, who "in some places will live in houses of less than that assessed "value." The figures arrived at in this investigation, on the other hand, are intended to give the result of direct enumeration of the classes concerned.

Corroborations gathered from independent investigations.

The general trustworthiness of the method which it has been the object of the foregoing pages to establish is strongly corroborated by the independent investigations of others.

One of the Commissioners (see Mr. Acland's memorandum, p. 10), made a careful inquiry into the number of boys belonging to resident families in Exeter and seeking education other than elementary. Excluding boys sent out to boarding schools he arrives at a total of 672 boys, or about 16 per 1,000 of the population in 1861.

At Exeter.

By the method of deduction from the directory lists the number, inclusive of boys sent out to board, is 749.

Broad Clyst.

At Broad Clyst Mr. Acland's figures are arrived at by a far more exhaustive method than any yet attempted. It is based, not upon actual school attendance, but upon the parish register. It gives the number, therefore, not of those who can afford to pay 3*l.* or 4*l.* a year for schooling, but of all above the labouring classes, whether at school or not; that is to say, it includes that lower stratum of the "commercial" class which has been already alluded to as not comprised in the middle class according to the present definition. The number of boys is 41, between 8 and 16 years of age, of whom 21 or 22 are stated to be sons of parents able to pay 4*l.* a year for schooling; the rest are distinctly poorer; and though in this particular instance they are represented to be above the Government grant, and perhaps are so in many other cases, still they seem to correspond to that doubtful class already referred to as being in the Eastern Counties scarcely distinguishable from ordinary labourers. Now the commercial residents at Broad Clyst number 96; 21 per cent. of these gives 19 or 20 boys of the middle class from 8 to 15 years old, or 22 from 8 to 16.

Again, the 96 names probably represent some 90 distinct households By a purely statistical method we arrived at the conclusion that there are four boys from 8 to 15 years old to every 10 houses. There should therefore be 36 such boys belonging to all these households, or, from 8 to 16 years, 41 precisely.

Silverton.

At Silverton the return gives 20 boys from 8 to 16 in attendance at the school. The Directory method gives 17 from 8 to 15 years old.

Mr. Fitch also collected statistics of school attendance at four Yorkshire towns, and has founded upon them some carefully arranged estimates. The whole will be found in the Appendix I. to his General Report.

York. Sheffield. Selby.

The four towns were York, Sheffield, Halifax, and Selby, places varying greatly in character, and as he says, "fairly representative of the district." His estimates of the numbers of day scholars in those places above the artisan class are, in York, 675; in Sheffield, 2,129; in Halifax, including portions of certain surrounding townships, 488; to which additions are to be made of 3, 15, and 10 per cent. respectively as allowance for defective returns. In Selby his estimate is 91.

These cases, with the exception of Halifax, can be readily estimated by the plan propounded in the foregoing estimate for Cambridgeshire, Huntingdonshire, and Suffolk. The case of Halifax is peculiar. Mr. Fitch includes parts of certain populous townships within a radius of 12 miles, and by this means he raises the population with which he is

dealing from 37,000 to about 50,000. If he included the whole of these townships, the method of calculation from the Directory would be readily applicable, but the portion he includes is less than half of their whole population.

In the other three cases the comparative results are as follows:—It must be premised that Mr. Fitch's figures take no account of boys sent out to boarding schools.

	From Mr. Fitch's Investigations, Boys sent out to Board excluded.			By application of Rule propounded on p. 21.
York - -	Upper and middle-class school boys - -	675		
	Add 3 per cent. for defective Returns - -	20		
			695	745
Sheffield -	Upper and middle-class school boys - -	2,129		
	Add 15 per cent. for defective Returns - -	319		
			2,448	2,610
Selby - -	Upper and middle-class school boys - -		91	88

The difference between the two estimates at York (where Mr. Fitch has peculiar opportunities for securing accuracy) and Sheffield is no more than may be ascribed to the number sent out to boarding schools.

Case of Halifax.

At Halifax Mr. Fitch's estimate gives 536 boys, but he states that "considerable numbers . . . are sent to a distance for instruction," and also that "the "elementary schools . . . are largely used by "the children of the lower middle class," between whom and the labouring poor there is here no social barrier. It is clear, therefore, that a very considerable addition has to be made to the estimate if we would ascertain the whole number of boys of the upper and middle classes.

The mode of calculation from the Directory lists gives 574 boys for the town of Halifax alone.

Birmingham.

Again, Mr. Green in the Appendix, Note A, to his General Report, gives in round numbers, but not without considerable calculation, the number of boys above the National School rank from 9 to 16 years old in Birmingham, at 4,500 (the more precise deduction from his figures is 4,333), exclusive of sons of widows. The adjustment of the limits of age from 9–16 to 8–15 would introduce an immaterial correction.

By the method founded on the Directory lists counted approximately only, but with sufficient precision for the immediate purpose, the number given is 4,417, or nearly 13·5 per 1,000 of the population, now estimated at 330,000.

APPENDIX III.

Cost of Board and Instruction.

THE most satisfactory and instructive evidence upon this subject is that obtained by an analysis of the actual cost of board and instruction in large well-managed schools, in which the boarders are lodged and fed in a common boarding house, or hostel.

For this purpose the Commissioners selected certain schools, and requested the masters of each to favour them with an account of the expenditure for the year 1866 on a form prepared by the Commissioners. This request was readily complied with in almost all cases, and the following tables give the result for four first grade and semi-classical schools, three (mainly) second grade and semi-classical schools, and one third-grade and non-classical school.

One day school, Cheltenham College.

An analysis of the cost for instruction at another first grade school, Cheltenham College, has also been added. The boarders attending that school, though forming two-thirds of the whole number of scholars, board with the different masters, and, so far as the college expenses are concerned, are on the same footing as day scholars. But the reception of boarders doubtless helps to remunerate the masters.

Eight boarding schools: *Four*, 1st grade.

Of the boarding schools:—

The four first grade and classical schools are—Marlborough College, Haileybury College, Rossall, and Felsted. The age of boys at Marlborough is probably somewhat greater than at any of the others. But at all these four schools the average age may be considered as two years higher than at the next three schools.

Three, 2nd grade.

The three (mainly) second grade and semi-classical schools are—Hurstpierpoint, Holgate School, York, and the Devon County School at West Buckland. The first school takes the same class of boys as the other two, but has some older boys, and teaches some Greek. At the Devon County School only about a quarter of the boys learn Latin, which is paid for by an extra charge, but the cost is included in this return.

One, 3rd grade.

The last school, Christ's Hospital, Lincoln, has been selected as giving a specimen of the minimum cost of boarding. The boys are under 14 years of age, and belong to a social rank only just below the limits of this Commission. It is important to add our Assistant Commissioner's statement. "The boys are the sons of poor parents, labourers "and small tradesmen. They are said to enjoy good health, but do "not grow up very big and vigorous. They assist in the kitchen and "laundry. There are only two masters for the 120 boys, obviously an "insufficient number."

Table I. contains the actual sums expended.

Table II. gives results obtained by dividing those sums as regards the Board, by the number of scholars boarded, and as regards the instruction, by the total number of scholars.

Table III. gives a closer approximation to the actual cost of each boy's board and instruction, certain corrections having been made before dividing.

We have added (1), specimens of the dietaries; (2) statements showing the prices of provisions; (3) specimens of the *bills*, in order to show the additional expenses usually incurred.

TOTAL EXPENDITURE during the year 1866 at one Day School (Cheltenham College) and eight Boarding Schools managed on the Hostel System.

N.B.—All payments for interest on debt, or in discharge of debt, have been omitted. The first item is not Annual Expenditure, but Capital Cost.

Items of Expenditure in 1866 (except the first Item, which is the Capital Cost).	Cheltenham College.	Marlborough College.	Haileybury College.	Rossall. (Year ended June 1866.)	Felsted Grammar School.	Hurstpierpoint.	Holgate's School, York.	Devon County School.	Christ's Hospital, Lincoln.
Capital Cost of Buildings, fitted and furnished.	£ s. d. 42,000 0 0 (Includes 18 acres.)	£ s. d. Over 100,000 0 0	£ s. d. 50,200 3 3	£ s. d. 40,329 8 5 (Includes 61 acres.)	£ s. d. ?	£ s. d. 40,000 0 0	£ s. d. 8,446 0 0	£ s. d. 5,615 5 2	£ s. d. Not known.
Repairs of Building	500 0 0 (Average.)	1,408 16 8	- - -	350 12 5	24 14 2	98 12 5	10 10 0	23 9 8	110 8 10
Taxes, Rates, Insurance, &c.	200 4 5	704 4 7	364 5 8	226 18 7	55 3 3	118 12 11	55 3 11	18 7 8	23 7 9
Exhibitions	278 15 0	685 0 0	- - -	Coll. 150 0 0 Sch. 160 0 0	30 0 0	70 16 6	None	37 10 0	None
BOARD, &c.:—									
Food	- - -	9,784 5 6	6,281 18 3	6,909 8 1	1,459 5 4½	4,340 4 6	1,225 0 0	1,207 3 6	939 5 4
Washing	- - -	444 10 10	693 3 8	192 2 3	216 17 3½	* 718 13 11	152 2 8	(Included in other items.)	(Included in other items.)
Fuel and Lights	- - -	1,257 0 11	576 2 3	715 7 11	139 7 8	470 10 7	102 0 0	134 2 9	79 10 0
Medical Attendance (usually a separate charge).	- - -	136 18 2	- - -	400 0 0	14 11 0	127 13 6	44 1 6	47 10 0	46 1 0
Officers (not Masters) and Services.	- - -	2,492 19 11	2,194 15 5	1,680 8 10	285 17 6	344 18 6	185 1 7	164 14 7	140 18 2
Repairs of Furniture and Fittings.	- - -	1,182 10 4	50 0 0	462 6 2	64 12 11½	226 10 2	45 0 0	† 79 11 10	88 17 3
Sundries	- - -	‡ 1,800 0 0	471 5 8	486 10 6	91 0 3	50 3 9	30 0 0	162 17 5	98 15 6
Total Board	- - -	16,598 5 8	10,267 5 3	10,846 3 9	2,271 12 0½	6,278 14 11	1,783 5 9	1,796 0 1	1,393 7 3
INSTRUCTION, &c.:—									
Masters and Examiners (Salaries only).	12,109 12 0	9,289 18 6	4,666 13 4	4825 4 6	1,253 0 0	2,262 6 10	1,061 4 6	§565 19 6	250 0 0
Prizes and Rewards	248 0 6	163 16 0	59 17 0	100 0 0	20 0 0	55 1 11	9 18 3		5 0 0
Total Instruction, &c.	12,357 12 6	9,453 14 6	4,726 10 4	4,925 4 6	1,273 0 0	2,317 8 9	1,071 2 9	565 19 6	255 0 0
Total Board, &c. and Instruction, &c.	12,357 12 6	26,052 0 2	14,993 15 7	15,771 8 3	3,544 12 0½	8,596 3 8	2,854 8 6	2,361 19 7	1,648 7 3
Total Number of Boys instructed	685	521	315	362	104	326	124	94	124
Number of Boys boarded	- - -	500	All	All	90	Nearly all	95	All	All
Total Number of Masters	42	29	- - -	- - -	6	- - -	7	- - -	2
Number of Masters boarded	- - -	23	14	23	4	16	5	4	—
Number of Servants boarded	7	47	37	67¶	11	18	8	14	6
Number of School Weeks	39	37	37½	38½	39	40	39	40	44

* All washing put out. † Estimated depreciation. ‡ The amount of sundries returned was 1,867*l.* 19*s.* 8*d.* Of this (from subsequent information) about 368*l.* has been treated as interest on debt and omitted altogether, and 200*l.* added to Masters. § Includes 99*l.*, fees for local Examinations. ‖ Included mostly in sundries. ¶ 62 Servants, 2 Matrons, 3 Officers.

TABLE II.—AVERAGE EXPENDITURE for each Boy during the Year 1866.

Items of Expenditure in 1866 for Board and Instruction.	NAME OF SCHOOL.								
	Cheltenham College.	Marlborough College.	Haileybury College.	Rossall.	Felsted Grammar School.	Hurstpierpoint.	Holgate's School, York.	Devon County School.	Christ's Hospital, Lincoln.
BOARD, &c.:—	£	£	£	£	£	£	£	£	£
Food - -	—	19·57	19·94	19·09	16·21	13·31	12·89	12·84	7·57
Washing -	—	·89	2·2	·53	2·41	2·2	1·6	*	—
Fuel and Lights	—	2·51	1·83	1·98	1·55	1·44	1·07	1·43	·64
Medical Attendance.	—	·27	—	1·1	·16	·39	·46	·5	·37
Officers (not Masters) and Services.	—	4·99	6·97	4·64	3·18	1·06	1·95	1·75	1·14
Repairs of Furniture.	—	2·36	·16	1·28	·72	·69	·47	·85	·72
Sundries -	—	2·6	1·50	1·34	1·01	·15	·32	1·73	·8
Total Board -	—	33·2	32·6	30·0	25·2	19·3	18·8	19·0	11·2
INSTRUCTION, &c.:—									
Masters and Examiners.†	17·68	17·83	14·81	13·33	12·05	6·94	8·56	6·02	2·01
Prizes and Rewards.	·36	·31	·19	·28	·19	·17	·08	‡	·04
Total Instruction, &c.	18·0	18·1	15·0	13·6	12·2	7·1	8·6	6·0	2·0
Total Board, &c. and Instruction, &c.	—	51·3	47·6	43·6	37·4	26·4	27·4	25·1	13·2

* Included in other sums.
† Salaries only.
‡ Included in sundries.

TABLE III.

The following table is based upon Table I., but has certain corrections and additions:—

At the eight boarding schools the cost of the board and lodging during about three-quarters of a year of at least some of the masters is included in the expenditure charged to board. But as this properly belongs to *instruction*, a deduction from the cost of board and addition to the cost of instruction has been made at the rate of 35*l.* in the four classical, and 25*l.* in the three semi-classical for each master boarded.

At Rossall an addition of 2*l.* per head has been made to the boarding cost in order to represent the increase in cost of provisions for the latter half of the year 1866, so that all the schools may be on the same level. (*See* letter of head master on page 32.)

The annual cost of building, repairs, rates, taxes, &c., is *estimated* at 7 per cent. of the capital cost, *i. e.* 5 per cent. for interest on capital and 2 per cent. for repairs, rates, taxes, &c.

ESTIMATED COST per Boy at the following Schools for the Year 1866, exclusive of any payment towards an Exhibition Fund, or in discharge of the cost of building, or to form a Reserve Fund.

—	NAME OF SCHOOL.								
	Cheltenham College.	Marlborough College.	Haileybury College.	Rossall.	Felsted Grammar School.	Hurstpierpoint.	Holgate's School, York.	Devon County School.	Christ's Hospital, Lincoln.
	£	£	£	£	£	£	£	£	£
Board - -	—	31·6	31·0	29·7	23·7	18·1	17·4	18·0	11·2
Instruction* -	18·0	19·6	16·6	15·8	13·6	8·3	9·6	7·1	2·1
Total Board and Instruction -	—	51·2	47·6	45·5	37·3	26·4	27·0	25·1	13·3
Interest on capital, repairs of building, and rates.	4·3	14·0	11·1	7·8	—	8·6	6·2	4·2	—
	—	65·2	58·7	53·3	—	35·0	33·2	29·3	—

* This sum does not include any expenses for servants' attendance, nor any allowance for the profits of masters upon their boarding houses, where they keep any (as at Cheltenham, and, in the case of one master each, at Marlborough, Felsted, and Hurstpierpoint). Moreover the cost of the board and lodging of the masters in a hostel is less than the amount thereby saved to the masters, and the cost of the instruction proportionately diminished as compared with a day school.

The following may be given as specimens of the dietaries:

At ROSSALL:

Breakfast. Tea or coffee, or bread and milk, bread and butter.
Dinner. Beef and mutton, pudding or pastry daily.
Tea. As breakfast.
Supper. Bread and cheese or meat occasionally.

} *ad libitum.*

At FELSTED:

Breakfast of bread and butter, coffee or milk (at choice).

Dinner of soup (about twice a week), meat and vegetables; puddings or pies every day except Saturday, when cheese is substituted; cheese every day for 20 senior boys, who dine in a separate room; beer.

Tea of bread and butter, tea or milk.

Supper. Bread and cheese; beer.

For some boys not in strong health, meat is supplied for breakfast; all can have meat or eggs, purchased by themselves, cooked for them for breakfast or tea.

At HURSTPIERPOINT:

Breakfast, 8 a.m. Thick bread and butter, as much as can be eaten in half-an-hour, with half a pint of new milk and hot water.

Dinner, 1 p.m. Meat, bread, vegetables, and half-pint of beer daily; puddings also four days a week.

Tea, 6 p.m. Same as breakfast.

Supper, 9·30 p.m. for prefects and captains. Bread and cheese and beer.

At the DEVON COUNTY SCHOOL:

Breakfast, 7·45 a.m. Tea and bread and butter, or milk and bread.

Dinner, 1 p.m. Meat and vegetables, and also puddings, about three times a week.

Tea, 6 p.m. Tea and bread and butter.

Supper, 8·45 p.m. Bread and cheese.

AT CHRIST'S HOSPITAL, LINCOLN:

Breakfast, bread and milk morning and evening.

Dinner—*Sunday*, boiled beef and suet pudding. *Monday*, suet pudding. *Tuesday* and *Friday*, beef and potato pie. *Wednesday*, boiled beef and bacon and light dumpling, with treacle dip. *Thursday*, bread and cold meat. *Saturday*, rice milk.

Supper—*Sunday*, bread and cheese. *Other days*, bread and milk.

The following remarks and table will show the prices of provisions at the time to which the foregoing returns relate:—

ROSSALL SCHOOL.

"In the year ended June 1866 we paid for meat 7*d.*, 7¾*d.*, and in the autumn of 1866, and last spring, 8¼*d.* We are now paying 8*d.*

"In 1865–66, *i. e.* to June 1866, for flour 34*s.* 3*d.*, 32*s.*, and just at the close and in the autumn, 35*s.* 6*d.*, 38*s.*, 39*s.* This last spring we paid 44*s.*, and our last invoice was 42*s.* 6*d.*, but it has risen since. The increase in prices and wages since that time will add above 3*l.* per boy to our expenses."—*Letter of Head Master, Nov.* 1867.

HURSTPIERPOINT.

"The average price we paid for bread in 1866 was 6¼*d.* the quartern loaf; the butcher, from June to December, was 8½*d.*, in May 7¾*d.*; this was a wholesale dealer in Leadenhall Market. Previously to April we dealt with a local butcher, who made no fixed charge for meat all round, but whose price at an average was about 8½*d.* to 8¾*d.*, the joints being much less useful than the London butcher's."—*Letter of Head Master.*

Devon County School.—Abstract of Expenses on Board Account, 1866–67.

(N.B.—The school year contains 40 weeks, of which about nine are contained in the 1st and 3rd quarters each, and 11 in the 2nd and 4th each. This account is for the whole establishment throughout the year, and includes matron's salary and servants' wages.)

Number of Boys.	Price of Meat.	Price of Bread.		Meat.	Bread.	Flour.	Milk and Butter.	Groceries and Oil.	Beer.	Coals.	Ironmonger.	Draper.	Matron, Sundries.	Wages.	Vegetables.	Carrier.	Various.	Totals of Months.	Totals of Quarters.
	d.	*d.*		£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*	£ *s.* *d.*
	6	6	1866.																
89	6	6	January	17 17 9	7 13 6	0 18 6	4 8 10	10 4 3	3 3 0	5 7 6	3 16 11	2,16 2	0 11 4	10 17 6	1 5 0	0 5 11	3 12 0	72 18 2	
	6	6	February	48 12 8	22 1 6	1 17 0	18 10 11	16 0 8	3 12 0	8 6 9	0 16 10	0 1 3	0 3 2	14 16 4	5 5 0	0 6 10	0 7 6	140 18 5	
	6	6	March	49 17 0	28 19 3	2 15 6	11 4 1	22 1 11	4 10 0	10 9 2	0 12 6	0 3 1	0 7 0	15 0 8	5 5 0	0 12 1	4 5 0	156 2 3	
				116 7 5	58 14 3	5 11 0	34 3 10	48 6 10	11 5 0	24 3 5	5 6 3	3 0 6	1 1 6	40 14 6	11 15 0	1 4 10	8 4 6		369 18 10
	6	6	April	52 6 9	23 1 5	1 17 0	11 9 3	16 13 7	3 12 0	7 19 5	1 14 5	0 1 10	0 13 0	13 8 4	5 5 0	0 7 5	1 12 6	139 18 11	
95	6½	6	May	54 14 11	26 16 0	1 17 6	15 0 3	16 11 3	4 1 0	7 0 0	1 12 6	0 2 9	1 14 11	13 4 3	5 5 0	0 5 6	—	148 5 10	
	6½	6	June	28 1 6	12 13 0	0 19 0	7 18 1	13 11 0	3 12 0	3 10 0	0 18 10	0 8 0	1 2 6	12 9 5	3 10 0	0 6 9	0 1 8	89 1 9	
				135 3 2	62 10 5	4 13 6	34 7 7	46 15 10	11 5 0	18 9 5	4 2 9	0 12 7	3 10 5	39 2 0	14 0 0	0 19 8	1 14 2		377 6 6
	7	7	July	21 18 10	7 3 11	1 2 0	3 13 11	5 11 2	3 6 0	2 12 6	2 10 4	1 19 2	0 19 9	12 17 11	1 5 0	0 7 4	2 6 6	67 14 4	
94	7	7	August	56 12 4	28 15 5	2 4 0	16 14 2	17 1 11	4 17 6	6 2 6	1 4 6	0 13 11	0 12 2	14 7 7	5 5 0	0 9 6	1 7 0	156 7 6	
	7	6½	Sept.	59 18 9	29 13 6	2 4 6	19 11 10	16 0 10	4 7 0	5 5 0	—	—	0 12 1	14 8 0	5 5 0	1 0 6	5 1 4	163 8 4	
				138 9 11	65 12 10	5 10 6	39 19 11	38 13 11	12 10 6	14 0 0	3 14 10	2 13 1	2 4 0	41 13 6	11 15 0	1 17 4	8 14 10		387 10 2
	7	7	October	61 0 5	33 4 11	2 5 0	13 17 10	18 17 0	4 1 0	7 0 0	1 18 3	0 4 0	0 15 8	14 6 1	5 5 0	0 6 6	2 15 6	165 17 2	
98	6½	7	Nov.	60 19 3	32 3 7	3 12 0	15 0 6	22 15 9	4 10 0	6 2 6	1 16 6	0 13 7	0 2 8	14 18 6	5 5 0	0 10 2	—	168 10 0	
	6½	7½	Dec.	37 9 5	19 7 5	1 5 0	10 11 4	17 10 0	3 7 6	10 10 0	0 15 6	0 4 1	2 12 7	14 0 0	3 10 0	0 4 0	1 10 0	122 16 10	
				159 9 1	84 15 11	7 2 0	39 9 8	59 2 9	11 18 6	23 12 6	4 10 3	1 1 8	3 10 11	43 4 7	14 0 0	1 0 8	4 5 6		457 4 0
																			1,591 19 6
																Deduct Strangers' board			13 0 0
																			1,578 19 6
			1867.																
91	6¾	7½	January	30 11 2	7 18 1	1 12 0	4 12 7	5 14 6	2 17 0	5 0 11	3 2 6	1 17 4	0 16 0	13 10 0	1 5 0	0 5 4	0 1 6	79 4 0	
&	6¾	7¾	February	41 3 6	27 17 0	2 10 0	11 17 3	16 4 5	3 12 0	9 1 3	0 3 0	0 1 6	0 19 0	13 10 0	5 5 0	0 6 6	0 8 6	132 18 11	
92	6¾	7¾	March	57 15 2	32 8 9	2 10 0	11 8 9	23 2 6	4 10 0	9 9 0	1 8 9	—	0 10 6	15 1 9	5 5 0	0 6 8	—	163 16 10	
				129 9 10	68 3 10	6 12 0	27 18 7	45 1 0	10 19 0	23 11 2	4 14 3	1 18 10	2 5 6	42 1 9	11 15 0	0 18 6	0 10 0		375 19 9
	6¾	7¾	April	54 4 9	26 5 1	5 7 0	11 14 9	14 18 8	3 12 0	10 4 2	0 10 6	0 12 9	2 8 3	15 1 10	5 5 0	0 9 4	—	150 14 1	
93	6¾	8	May	64 17 1	28 13 9	1 7 0	7 0 6	19 0 6	4 19 0	5 5 0	2 2 6	0 15 3	1 6 11	14 4 4	5 5 0	0 6 4	—	155 3 2	
	6¾	8	June	40 3 4	18 17 6	1 7 0	6 7 5	8 13 9	4 1 0	6 2 6	0 3 0	0 12 0	1 9 11	15 1 9	4 4 0	0 5 0	3 6 0	110 14 2	
				159 5 2	73 16 4	8 1 0	25 2 8	42 12 11	12 12 0	21 11 8	2 16 0	2 0 0	5 5 1	44 7 11	14 14 0	1 0 8	3 6 0		416 11 5

The following are copies of the highest, average, and lowest bills for a whole year at five of the schools above named :—

HAILEYBURY COLLEGE.

	Highest Bill for the Year 1864.	Average Bill for the Year 1864.	Lowest Bill for the Year 1864.
1864.	£ s. d.	£ s. d.	£ s. d.
Maintenance fund	73 10 0	65 0 0	45 0 0
House master	1 1 0	1 1 0	1 1 0
Washing (10*s.* 6*d.* per term)	—	1 11 6	1 11 6
Books and stationery	4 10 1	2 3 0	4 5 5
Tradesmen	8 18 6	4 10 2	2 6 8
Allowance money	0 19 0	0 19 0	1 6 6
Music	5 5 0	—	—
Drawing (3*l.* 3*s.* per annum)	—	—	—
Library fees	0 7 6	0 7 6	0 7 6
Detriments (breakages, &c.)	0 4 2	0 2 0	0 2 8
Extra meat, wine, &c. (meat 4*d.* per diem).	—	—	—
Studies (1*l.* 5*s.* 6*d.* per annum)	—	—	—
Private tutor (9*l.* 9*s.* per annum)	—	—	—
Sundries (money advanced, extra furniture, &c.)	1 15 7	0 5 0	0 15 2
Cricket field fees (7*s.* 6*d.*, charged only once; lower school, 5*s.*)	—	—	—
	97 11 10	77 0 2	57 17 5

ROSSALL SCHOOL.

1864.	£ s. d.	£ s. d.	£ s. d.
Books	5 6 10	1 13 10	0 15 9
Drawing	—	1 5 6	—
Tailor's account	2 3 6	1 2 0	0 12 2
Shoemaker's account	1 17 10	1 11 8	0 14 0
Haircutter	0 3 0	0 3 0	0 3 0
Stationery	1 1 0	1 1 0	1 1 0
Wardrobe fee	0 10 0	0 10 0	0 10 0
Medical attendance	1 1 0	1 1 0	1 1 0
Sundries	1 5 0	1 13 5	1 5 0
Annual payment	50 0 0	40 0 0	36 15 0
	63 8 2	50 1 5	42 16 11

FELSTED GRAMMAR SCHOOL.

1864.	£ s. d.	£ s. d.	£ s. d.
Board	28 0 0	28 0 0	28 0 0
Tuition	8 0 0	8 0 0	8 11 0
Books	5 13 1	1 1 3	—
Drawing	2 10 0	—	—
Drilling	2 16 6	2 16 6	—
Tailor	3 8 7	1 4 1	0 15 7
Shoemaker	3 11 10	1 12 2	0 14 4
Military tailor	3 9 6	—	—
Postages, parcels, and sundries	0 10 9	0 5 8	0 0 8
Hair-cutting	0 2 0	0 2 0	0 2 0
Extra washing and mending	0 5 10	0 6 8	0 8 0
Travelling expenses	11 9 0	4 17 3	—
Medical attendance	0 14 0	—	—
	70 11 1	48 5 7	38 11 7

HURSTPIERPOINT.

1864.	Highest Bill for the Year 1864. £ s. d.	Average Bill for the Year 1864. £ s. d.	Lowest Bill for the Year 1864. £ s. d.
Entrance fee	—	—	—
School dues *in advance**	31 10 0	31 10 0	31 10 0
Medical fee	0 16 0	0 16 0	0 16 0
German	4 4 0	—	—
Bookseller	2 15 7	1 5 3	—
Stationer	1 0 9	0 12 9	0 8 2
Tailor	1 7 5	0 13 4	1 1 6
Shoemaker	1 5 7	0 6 8	0 6 4
Extra washing	0 6 8	0 8 8	0 2 8
Haircutter	0 4 0	0 4 0	0 4 0
Porterage	0 6 4	0 2 8	—
Parcels	—	—	0 2 0
Breakages	0 1 10	—	—
Lectures	0 2 0	0 2 0	0 2 0
Weekly allowance (in advance)	0 13 4	0 17 6	—
Cash — Library	0 1 0	0 2 3	0 1 0
Cash — Cricket club	0 3 0	0 3 0	0 3 0
Cash — Journey money	—	—	—
Cash — Sports	0 3 6	0 3 6	0 3 6
Cash — Personal	—	0 2 6	—
Marking	0 0 5	—	—
Cadet corps belt	0 3 6	—	—
	45 4 11	37 10 1	35 0 2

DEVON COUNTY SCHOOL.

1865.	Highest Bill for Half Year ending Midsummer 1865. £ s. d.	Average Bill for the Half Year ending Midsummer 1865. £ s. d.	Lowest Bill for the Half Year ending Midsummer 1865. £ s. d.
Board and tuition	13 2 6	13 2 6	10 10 0
Books	1 1 6	0 4 5	0 3 10½
Stationery	0 5 0	0 5 0	0 5 0
Tailor	0 3 0	—	0 1 6
Shoemaker	1 0 6	0 12 6	—
Hairdresser	0 1 0	0 1 0	0 1 0
Surgeon	0 5 0	0 5 0	0 5 0
Journey money	1 0 0	0 15 0	—
Omnibus and conveyance	0 7 0	0 3 0	—
Drawing, 1*l.* 11*s.* 6*d.*, and materials	1 17 1	—	—
Oxford examination fee (senior 1*l.* 10*s.* or junior 1*l.*)	1 10 0	1 0 0	—
Latin	2 2 0	—	—
Sundries (pocket money, &c.)	1 7 11½	0 2 0	0 6 4
Total for the half-year ending Midsummer 1865.	24 2 6½	16 10 5	11 12 8½
Total for the half-year ending Christmas 1865.	20 7 6	17 5 0	11 18 4
Total for the year 1865	44 10 0½	33 15 5	23 11 0½

* Sussex boys are charged 3*l.* 3*s.* less.

APPENDIX IV.

ENDOWED GRAMMAR and other SECONDARY SCHOOLS arranged in the CHRONOLOGICAL ORDER of their ESTABLISHMENT.

1. The following List furnishes a very brief account of the original establishment of each of the schools which have come within the immediate scope of the Commission. To these have been added the Nine Schools which were the subject of inquiry under a previous Commission.
2. The order of arrangement is chronological. A few schools, the dates of whose establishment have not been even approximately ascertained, but which are generally of considerable antiquity, appear at the end of the List arranged in alphabetical order.
3. In assigning the dates the general aim has been to approximate as nearly as possible to the time at which the several schools actually came into operation. Very frequently the original instrument of foundation is the only authority for the date; sometimes a subsequent deed or event affords a nearer approximation.
4. The dates corresponding to regnal years, as quoted in public documents, have been verified by aid of the Handy-Book compiled by Mr. John J. Bond, Assistant Keeper of Public Records (1866), and adapted to the *new style* of reckoning.
5. The chief source of information for all but the more modern schools has been the Report of the Commissioners appointed to inquire into Charities, 1819 to 1837. Assistance has also been obtained from Carlisle's "Endowed Grammar Schools," and, in the case of some of the Cathedral Schools, from the Report of the Cathedral Commissioners, 1852.
6. The account of the "Purpose of Original Foundation" is confined, unless otherwise expressed, to the earlier period of the school's history. It is addressed mainly to four points:—
   (1.) To give the distinctive title, if any, which was assigned to the school, *e. g.*, "Free School" or "Grammar School."
   (2.) To show either by specific mention of subjects to be taught, or by the qualifications prescribed for the master, or by other means, what was the kind of instruction intended to be given. Frequently the title of the school affords a sufficient indication.
   (3.) To show whether any and what restrictions or preferences were contemplated, either in respect of the locality or the class of scholars to be benefited.
   (4.) To notice any directions, expressed or implied, which have reference to the exaction or non-exaction of fees from all or any of the scholars.

   Matter has also been sometimes introduced which has but an indirect bearing upon any of these points, if it has appeared likely to throw light upon the general intention of the Foundation. In cases where the earliest documents have been lost, or do not afford sufficient evidence on the points mentioned above, the character of the Foundation has been gathered, if possible, from subsequent documents or authorities, and such information is marked by a special date.
7. There are some Foundations included in this List for whose designation as Grammar or Secondary Schools there is now no sufficient justification. They were classed as Grammar Schools by the Commissioners appointed to inquire into Charities not because secondary instruction was contemplated in their foundation, but because they afforded, or purported to afford, secondary instruction, generally in Latin only, at the time at which the inquiry was made. They are now merely Primary Schools for the labouring classes, and as such fulfilling the intentions, so far as they can be gathered, of their Founders.

   These schools have been marked with a dagger (†).

ENDOWED GRAMMAR SCHOOLS arranged in CHRONOLOGICAL ORDER of FOUNDATION.

WILLIAM II. to HENRY IV.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Carlisle - *Cumb.*	William II.	A.D. Temp. Will. II.	Foundation of Convent of the Order of St. Augustine.	According to a School Register in the Chapter Library, a School was founded in Carlisle by St. Cuthbert in 686, but was extinguished in 800. Again established by William Rufus, to be taught by one of the monks of the convent founded by him. Re-established by Henry VIII. for instruction of all boys who flock to it to learn grammar.
Derby - - -	Walter Durdant, Bp. of Lichfield.	*circ.* 1160.	Reputed foundation -	Purpose of original foundation not ascertained. Re-established by Charter of Queen Mary, 1554, as a Free Grammar School for the education of boys and youths in the town of Derby.
Huntingdon -	David, Earl of Huntingdon.	Temp. Henry II.	Foundation of Hospital of St. John.	Found by inquisition in 1570 to be a Free Grammar School to be supported at the cost of the master of St. John's Hospital.
Salisbury - *Wilts.* Choristers' School.	Simon de Gandavo, Bishop of Salisbury.	1319.	Licence from Edw. II. to Bishop.	"*Ad sustentationem xiiii puerorum choristarum * * * et unius magistri ipsos pueros in grammaticalibus informaturi in perpetuum.*"
St. David's - *Pemb.*	Unknown -	*bef.* 1368.	Benefaction of Bishop Houghton.	Existed from very early times as a Choristers' School.
Hereford - - - Cathedral School.	Unknown -	*bef.* 1385.	Letter of Bishop Gilbert.	First mentioned in a letter of Bishop Gilbert in 1385, as a long established institution under supervision of the Chancellor of the Cathedral. From Statutes of Charles I., the object of the foundation may be inferred to be the general promotion of learning (*ad depellendum crassam illam errorum et insciticæ caliginem quam, &c.*)
Wotton-under-Edge. *Glouc.*	Lady Kath. Berkeley.	1384 or 1385.	Letters Patent of Rich. II.	A Free Grammar School at Wotton-under-Edge to consist of a master and two poor scholars collegiately to live together and to have perpetual succession. Re-established by Letters Patent of James I., in 1624, for the education of children and youths in grammar and other learning; the master and five poor scholars to be a body corporate.
Winchester *Hants.* College.	William of Wykeham.	1387.	Founder's statutes -	A College to consist of a warden, 10 fellows, 70 scholars, one head master, one usher or second master, three chaplains, three clerks, and 16 choristers.
Penrith - *Cumb.*	William de Strickland, afterwards Bp. Carlisle.	1395.	Founder's gift (as reported by Carlisle).	The priest of a chantry to instruct the youth in grammar and music. Re-established by Queen Elizabeth, by Letters Patent, 1564, as a Free Grammar School, with master and under master, for instruction of youth.
Oswestry - *Salop*	David Holbech.	Temp. Hen. IV.	Foundation as stated by Leland quoted by Carlisle.	Free Grammar School (by finding of inquisition in 1634).

Henry V. to Henry VII.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Higham Ferrers - *Nyton.*	Archbishop Chicheley.	A.D. 1422.	Licence from Crown to founder.	A College, consisting of warden, fellows, clerks, and choristers; one clerk to teach grammar and another chanting. Re-established under Letters Patent of Henry VIII. in 1543 as a School for free instruction of boys and youths in Higham Ferrers in the art of grammar.
Sevenoaks - *Kent*	Sir W. Sennocke.	1432.	Founder's will -	A master, bachelor of arts and in holy orders, to keep a Grammar School in Sennocke for poor children whatsoever, taking nothing of them.
Ewelme - *Oxf.*	Earl of Suffolk	1437.	Letters Patent of Henry VI.	One of the two priests in Founder's Almshouse to teach children in grammar, all children of tenants of the lordship of Ewelme, and of other lordships pertaining to the Almshouse to be taught freely.
Eton College - *Bucks.*	Henry VI. -	1441.	Charter - -	A College to consist of a provost, 70 scholars, 10 fellows, 10 chaplains, 10 clerks, 16 choristers, one head master, one lower master or usher, and 13 bedesmen.
Wye - - *Kent*	John Kempe, Archbp. of Canterbury, and Cardinal.	1447.	Instrument under seal of founder.	A College for the instruction of youth gratis, both rich and poor, in grammar, and for celebration of divine service (as described by Carlisle). Re-established as a Grammar School by Charles I., 1627.
Oxford. - - Magdalen College School.	William of Waynflete, Bishop of Winchester.	1480.	First mention of Grammar scholars.	One master or teacher in grammar in Magdalen College to instruct all who come to the grammar school freely, gratis, and without exaction.
Rotherham - *York, W.R.*	? Thomas, Archbishop of York.	Temp. Edw. IV.	Foundation of Jesus College in Rotherham.	It is stated that one of the objects of the foundation of Jesus College in Rotherham was a Free School for instruction in grammar.
Wainfleet - *Linc.*	Wm. Wainfleet, Bp. of Winchester.	*circ.* 1484.	- - - - -	Grammar School in connexion with Magdalen College, Oxford, for all persons whatsoever who resort to it, with one master, a priest if readily to be had.

Henry VII., 22 Aug. 1485—21 April 1509.

Kingston-upon-Hull - *York, E.R.*	Bp. Alcock -	1486.	Reputed foundation -	Stated to have been founded as a Free Grammar School. Re-established temp. Edward VI., and confirmed by Queen Elizabeth.
Reading - *Berks.*	Henry VII. and John Thorne, Abbot of Reading.	*circ.* 1486.	Reputed death of Abbot of Reading.	"A School or Grammar School" for educating boys of inhabitants of the borough and others in literature.
Chipping Campden. *Glouc.*	John Varby -	*circ.* 1487.	Founder's deed -	Free School and learned master for children of parishioners.
Stockport - *Chesh.*	Sir Edmund Shaa.	1487.	Founder's will -	A priest, nominated by the Goldsmiths Company, to keep a Grand School, and without further salary teach all manner of persons, children and others, that would come to learn, as well of Stockport as of other towns thereabouts, the science of grammar.
Sudbury - *Suff.*	Wm. Wood, master of Sudbury College.	1491.	Founder's will -	A master to teach grammar and daily instruct boys and others able to resort to the School.
Lancaster - -	Unknown -	*circ.* 1495.	First mention in Corporation books.	No known instrument of foundation. First ascertained endowment, 1615, is for an usher in the "Free Grammar School of Lancaster."

Henry VII. to Henry VIII.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Loughborough - *Leic.*	Thos. Burton	A.D. 1495.	Founder's deed	Trusts first declared in 1507 for a Free School.
Chichester - *Suss.*	Edward Storey, Bp. of Chichester.	1497.	Founder's statutes	A Grammar School to be kept by the Prebendary of Highleigh for instruction of grammar scholars and others who should come to learn, gratis.
Crewkerne - *Som.*	John de Combe	1499.	(From inscription on school-house.)	"Scholam Grammaticæ" (inscr.); "Free Grammar School" (first deed of feoffment, 1577).
†**Beetham** - *West.*	Subscription	1500.	(From tablet in vestry.)	No known instrument of foundation.
Macclesfield - *Chesh.*	Sir John Percival, Kt.	1502.	Founder's will	A Free Grammar School in Macclesfield for teaching gentlemen's sons and other good-men's children of the town and country thereabouts, and a chantry. Re-established by Letters Patent of Edward VI., 1552, on petition of inhabitants of Macclesfield and neighbourhood, for the education of children and youth (generally).
Cromer - - *Norf.*	Sir Bartholomew Read.	1505.	Founder's will	Payment by the Goldsmiths Company to a priest cunning in grammar, teaching gentlemen's sons and good-men's children, and especially poor men's children of Cromer and thereabouts.
Brough - *West.*	J. Brunskales and T. Blenkinsop.	1506.	Deed of Abbot of Shap	A chapel with two priests; the one to teach grammar, the other song, freely.
Widnes - *Lanc.* (Par. *Prescot*, Ch. *Farnworth*.)	W. Smythe, Bishop of Lincoln.	1507.	Deed of agreement between Bishop and others.	Support of a sufficient and honest priest, a master or bachelor of arts, or a master of grammar at the least, teaching grammar freely in a Free School at Farnworth.
Enfield - *Midd.*	R. Blossom (by will, 1418).	1507.	Conveyance to Feoffees (according to Carlisle).	A schoolmaster to teach children within town of Enfield their letters, Latin and English, grammar, and to write their 'Lateines.'
Launceston - *Corn.* Gram. School.	Dame Percival	Temp. Hen. VII.	- - - - -	A Chantry for a priest to pray for Foundress' soul, and teach children freely. Re-established, temp. Edw. VI., as a Grammar School.
Plymouth - *Devon*	Corporation	Temp. Hen. VII.	Foundation as stated by Carlisle.	Apparently part of Priory of Plympton. Re-established by Letters Patent of Queen Elizabeth, 1573, as a Free Grammar School for education of boys and youths in grammatical knowledge.

Henry VIII., 22 April 1509—28 Jan. 1547.

Guildford - *Surr.*	Rob. Beckingham.	1509.	Founder's will	Free Grammar School for instruction of all children in the same, free. Re-established by Letters Patent of Edward VI., 1553.
Blackburn - *Lanc.*	Unknown -	1509 or 1510.	Deed quoted in decree of Duchy Court of Lancaster 1585.	A chantry priest to teach a Grammar School and a Song School. Re-established by Letters Patent of Queen Elizabeth, 1567, as a Free Grammar School for the education of children and youth, to consist of master and usher.
Wimborne - *Dorset*	Countess of Richmond and Derby (who first obtained licence by Letters Patent in 1496 or 1497).	1509 or 1510.	Letters Patent of Hen. VIII.	A chantry, and a chaplain to teach grammar to all comers in the manner of Eton and Winchester. School continued after the dissolution of the chantry, and re-established by Letters Patent of Charles I. (1638 or 1639) as a Free Grammar School, to be general, free, and common to all the King's subjects in England for instruction of their sons.

Henry VIII.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of ——	Purpose of Original Foundation.
London - - St. Paul's Sch.	Dean Colet -	A.D. 1510.	Founder's deed -	A Grammar School, under the Mercers' Company, for 153 children of all nations and countries indifferently, to be instructed free in Latin and Greek, with high master, surmaster, and chaplain.
Lewes - - *Suss.*	Agnes Morley	1512.	Founder's will -	A Free School in Southover, with a master (priest) and usher, to teach grammar freely.
Nottingham -	Agnes Mellers	1512.	Letters Patent -	A Free School of one master and one usher to teach grammar; the master to make no potations, cock-fightings, nor drinkings, but only twice a year, nor take any other gifts.
Pocklington *York, E. R.*	John Dowman	1514.	Licence to Founder by Writ of Privy Seal.	A fit man, sufficiently learned in grammatical science to teach all scholars resorting to Pocklington.
***Liverpool** - *Lanc.*	? — Cross -	1515.	Founder's will -	Maintenance of a priest to say mass and keep a Grammar School. Continued as a Grammar School after dissolution of chantries by Letters Patent under seal of Duchy of Lancaster, 1585.
Wolverhampton *Staff.*	Sir Stephen Jenyns, Kt., (under Letters Patent, 1512).	1515.	Founder's deed -	Grammar School, under the Merchant Taylors Company, with a master and usher for the instruction of boys.
Bruton - - *Som.*	Rich. Fitz-James, Bp. of London, Sir J. Fitz-James, and Dr. J. Edmondes.	1519.	Founder's deed -	A schoolmaster, priest or secular, to be appointed by the Abbot of Brewton, to teach grammar after the form of Magdalen College, Oxford, or St. Paul's School, London, and not songs or petite learning, nor English reading, but to make his scholars perfect Latin men. All scholars, being boys, as well poor as rich, to be taught freely. Re-established by Letters Patent of Edward VI., 1550.
Earl's Colne *Essex*	Rev. Christopher Swallow.	1519 or 1520.	Founder's deed -	A schoolmaster in Earl's Colne to instruct in grammar 30 children of parents dwelling in specified parishes, and others whose parents should be poor, without any fee (as given by inquisition in 1595).
King's Lynn *Norf.*	Thos. Thorysby (by will).	*circ.* 1520.	Death of Founder -	A priest, M.A. at least, to be master of the charnel in King's Lynn, and instruct six poor children in grammar and song without reward.
Rolleston *Staff.*	Rob. Sherbourne, Bp. of Chichester.	*circ.* 1520.	Foundation as stated in Ch. Com. Rep.	Free Grammar School, and master to be appointed by the Warden of New College, Oxford, to teach freely all manner of scholars. Any scholar dull and utterly unable to learn grammar, to be taught reading, writing, and accounts.
Tenterden - *Kent.*	— Hayman -	1521.	First endowment subsequent to foundation.	Stated on benefaction table to have been founded as a Free School. Described as a Grammar School in a deed of 1666.
Blandford - *Dorset* Milton Abbas School.	William Abbot of Milton.	1521.	Deed of Founder with consent of convent.	A Free Grammar School in the town of Milton. Removed to Blandford by Act of Parliament, 25 George III.
Cuckfield - *Suss.*	Edm. Flower	1521.	Founder's will -	A Free Grammar School in Cuckfield, the master to be a graduate and priest.

* Now extinct.

Henry VIII.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Taunton - *Som.*	Richd. Fox, Bp. of Winchester.	A.D. 1522.	Inscription on schoolhouse.	No known instrument of foundation. Endowment in 1555 is for a schoolmaster "within the Free Grammar "School then newly builded" in Taunton.
Kendal - - *West.*	Adam Pennyngton.	1525.	Founder's will -	A Free School in town of Kendal, master to be a priest. Described as a Grammar School in decree of Edward VI., 1548.
Manchester *Lanc.*	Hugh Oldham, Bp. of Exeter, and others (by deed, 1515).	1525.	Conveyance regarded as foundation deed, and first ordinances.	A Grammar School, with master and usher appointed by president of Corpus Christi College, Oxford, or, in default, by Warden of College of Manchester or his deputy, to teach grammar after the manner of Banbury School, freely and indifferently to every child and scholar coming to the School without any money or rewards, as cock-penny, victor-penny, potation-penny, or any other.
Saffron Walden - *Essex*	Dame Johane Bradbury.	1525.	Foundress' deed -	A priest, not beneficed, to teach children grammar after the order of Winchester or Eton, freely; and not to refuse children born in Walden and certain other places.
Childrey - *Berks.*	William Fettiplace.	1526.	Founder's deed -	A chaplain of a chantry at Childrey, to teach such as come in religion and grammar, requiring nothing from the poor or from inhabitants.
Warrington *Lanc.*	Sir Thos. Boteler.	1526.	Deed in pursuance of Founder's will.	Free Grammar School in Warrington; master sufficiently and groundedly learned in grammar, and able to teach grammar. Any scholar coming to the school to be taught grammar freely, except a cock-penny and three potation-pennies in the year.
Grantham - *Linc.*	Richd. Fox, Bp. of Winchester.	1528.	Founder's deed -	A schoolmaster to teach grammar in the school-house built by the Founder in Grantham. Established as a Free Grammar School for the education of children by Letters Patent of Edward VI., 1553.
Bingley *York, W.R.*	Unknown -	*bef.* 1529.	First known deed of trust.	A schoolmaster to teach grammar within the town of Bingley.
Stamford - *Linc.*	Wm. Radcliffe (by will).	*circ.* 1530	Will and death of Founder.	A learned person to teach scholars within the town of Stamford freely.
Dilhorne - *Staff.*	John Whitacres (clerk) and others.	1532.	F ounder's deed -	A Free Grammar School in Dilhorne.
Horsham - *Suss.*	Rich. Collier	1532.	Founder's will -	A Free School, under the Mercers Company, with master and usher for 60 scholars, poor of parish and next about the parish preferred, without charge.
Newark - *Notts.*	Archdeacon Magnus.	1532.	Founder's deed -	Two secular priests freely to teach "all "persons and children that would, at "Newark aforesaid, come to school;" the one to teach grammar, the other "plain song, prik song, descant, and "to play at the organs."
Burton-upon-Trent - *Staff.*	Wm. Bean, Abbot of Burton Monastery.	*bef.* 1535.	Dissolution of monasteries.	"Free Grammar School," as described in recitals of the foundation contained in earliest extant trust deed, 1745.
Middleton - *Lanc.*	Uncertain -	*bef.* 1535.	Dissolution of monasteries.	Originally part of a chantry. Re-established under Letters Patent of Qu. Elizabeth, in 1572, obtained by Alex. Nowell, Dean of St. Paul's, as a Grammar School under Brasenose College for the education of boys and young men dwelling in Middleton, Prestwich, Oldham, and adjacent towns and places, in good literature.

Henry VIII.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Evesham - *Worc.*	Henry VIII.	A.D. *circ.* 1535	Dissolution of monasteries.	Originally supported by revenues of the Abbey at Evesham; refounded by Henry VIII. for the instruction of children of the town in Latin. By charter of James 1., called "a Free Grammar School."
Market Bosworth *Leic.*	Unknown -	*bef.* 1539.	Deed containing first ascertained intimation of the school.	The first intimation of the School refers to "*sacerdotem bene eruditum ad "docendum * * * juventutem et "liberos in villâ et parochiâ de Bosse-"worthe.*" Established as a Grammar School by Letters Patent of Qu. Elizabeth, 1601, on the endowment of Sir Wolstan Dixie.
Gloucester - - Crypt School.	John Cooke (by will, 1528).	1540.	Deed in pursuance of Founder's will, and of Letters Patent.	A Free School of Grammar, with learned schoolmaster, a priest if possible, to teach grammar to such children as might resort to the school, and to say masses.
Canterbury - *Kent* Cathedral School.	Henry VIII.	1541.	Charter of foundation of Canterbury Cathedral.	"*Ut juventus in literis liberaliter in-"stituatur.*" (Preamble to original Charter). Fifty poor boys (*pueri grammatici*) to be maintained at the cost of the Church, and instructed, as well as all others who flock to the School, by a head master and an under master, in Latin and Greek.
Chester - - Cathedral School.	Henry VIII.	1541.	Charter of Henry VIII.	The foundation is similar to that of Canterbury Cathedral School, but the number of grammar boys is to be 24.
Durham - - Cathedral School.	Henry VIII.	1541.	Charter of Henry VIII.	The foundation is similar to that of Canterbury Cathedral School, but the number of grammar boys is to be 18.
Ely - - *Cambs.* Cathedral School.	Henry VIII.	1541.	Charter of Henry VIII.	The foundation is similar to that of Canterbury Cathedral School, but the number of grammar boys is to be 24.
Gloucester - - Cathedral School.	Henry VIII.	1541.	Charter of foundation of Gloucester Cathedral.	A head master and an under master to instruct all boys who flock to the School to learn grammar.
Peterborough - *Nyton.* Cathedral School.	Henry VIII.	1541.	Charter of Henry VIII.	The foundation is similar to that of Canterbury Cathedral School, but the number of grammar boys is to be 20.
Rochester - *Kent* Cathedral School.	Henry VIII.	1541.	Charter of Henry VIII.	The foundation is similar to that of Canterbury Cathedral School, but the number of grammar boys is to be 20.
Worcester - - Cathedral School.	Henry VIII.	1541.	Charter of Henry VIII.	The foundation is similar to that of Canterbury Cathedral School, but the number of grammar boys is to be 40.
Northampton -	Thos. Chipsey	1541.	Founder's deed -	Master to teach grammar to such boys and persons as might desire to learn, freely.
Sutton Coldfield - *War.*	J. Harman, Bp. of Exeter and others.	1541.	Founder's deed -	Learned layman to teach grammar and rhetoric in the parish of Sutton.
Walthamstow - *Essex*	Sir Geo. Monox.	1541.	Founder's will -	A Free School of young children to be kept by a priest who should teach the children of the parish to the number of 20 or 30 freely.
Brecon - -	Henry VIII.	1542.	Charter - -	Free Grammar School for instruction of all persons willing to be taught in good literature gratis, (*gratis et libere * * * * absque aliquo ab ipsis pueris vel eorum parentibus * * * capiendo vel clamando.*)
London - - - Mercers' School.	Henry VIII.	1542.	Deed of Covenant by Company.	A Free Grammar School to be kept by the Company, with a master to teach 25 scholars, freely.

Henry VIII.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
		A.D.		
West Lavington *Wilts.*	Alderman Dauntsey.	1542.	Founder's will	A School in West Lavington and master to teach grammar therein.
Abergavenny *Mon.*	Henry VIII.	1543.	Letters Patent	Free Grammar School, with master and usher, for boys and youths, there to be brought up and instructed.
Berkhampstead *Herts.*	John Incent, Dean of St. Paul's.	1545.	*First* appointment of master and usher.	Free School, for teaching of children, not exceeding 144, in grammar freely. Master, usher, and chaplain of Chantry, incorporated.
Ottery St. Mary *Dev.*	Henry VIII. (re-established by,)	1545.	Letters Patent of Henry VIII.	A Free Grammar School for instruction of the King's young subjects in the County of Devon, under one master, after dissolution of college founded in 1336 (Carlisle).
Warwick	Henry VIII.	1545.	Letters Patent	A Free School in Warwick of one master to be appointed by the Crown, and to have perpetual succession. By decree in Chancery, 1639, master and usher to teach all children born and brought up in Warwick from the accidence to grammar and so forwards, without taking anything after they were fit to be taught the accidence.
Oxford Christ Church Cathedral School.	Henry VIII.	1546.	Deed of dotation by Henry VIII.	Provided as part of the Cathedral foundation for the instruction of the choristers.
Kemsworth *York, W.R.*	Rob. Holgate, Archbishop of York.	1546.	Licence of Henry VIII.	A Free School of Grammar and a master (incorporated) to teach grammar and other knowledge and godly learning freely without any exaction; stipends for six poor scholars from certain parishes.
Old Malton *York, N.R.*				A Free School of Grammar and a master (incorporated) to teach grammar and other knowledge and godly learning freely without exaction.
York				A Master (incorporated) to teach grammar and other knowledge freely; an usher for the lowest forms.
Basingstoke *Hants.*	Richd. Fox, Bp. of Winchester, and Lord Sand (or Sandes).	Temp. Hen. VIII.	Foundation of the Fraternity of the Holy Ghost.	A guild to support a priest for celebration of divine offices and instruction of boys and youths in literature within the town. Re-established by Letters Patent of Philip and Mary for the education of youths and boys of the town.
Cirencester *Glouc.*	Dr. Thomas Ruthall, Bishop of Durham.	Temp. Hen. VIII.	- - - -	Founded as a Grammar School. Referred to as a "Free Grammar "School for the education, &c. of "scholars in good literature and "learning," in an inquisition, 1603.
Ipswich *Suff.*	Henry VIII.	Temp. Hen. VIII.	- - - -	Apparently a Free Grammar School with master and usher to instruct children within the town and elsewhere within the kingdom. Re-established by Qu. Elizabeth, 1565.
Southwell *Notts.*	Henry VIII.	Temp. Hen. VIII.	- - - - - -	Collegiate School stated to have been in existence before the reign of Henry VIII. Re-founded by him as part of the Collegiate Church of Southwell.
Winchcombe *Glouc.*	? Henry VIII.	Temp. Hen. VIII.	- - - - - -	Grammar School in Winchcombe.
Worsbrough *York,* (Par. *Darfield.*) *W.R.*	By grant from Duchy of Lancaster.	Temp. Hen. VIII.	- - - - - -	Apparently founded as a Grammar School, with the curate of the chapelry as master. Endowment in 1631 for a grammar schoolmaster.

Henry VIII. to Edward VI.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Brackley - *Nptn.*	Francis Lord Lovell (by deed, 1483).	A.D. *bef.* 1547.	Act 1 Edw. VI., for converting chantries.	The original foundation in the hands of Magdalen College, Oxford, was for a Chantry priest to say mass for the soul of the grantor. Subsequently, and before the Act 1 Edw. VI., the college voluntarily commuted the duties of priest into those of schoolmaster.
Chipping Norton *Oxf.*	Unknown -	*bef.* 1547.	Act 1 Edw. VI. for converting chantries.	From certificate of Commissioners under Statute of Chantries, 1 Edw. VI., School appears to have been originally kept on foundation of the "Trinity Guild" by a man well learned in grammar. By Charter of James I., 1606, called a "Free Grammar School."

Edward VI., 28 Jan. 1547—6 July 1553.

Crediton - *Dev.*	Edward VI.	1547.	Letters Patent -	Free Grammar School in Crediton (that children within county of Devon might be endued with more polished learning).
Great Grimsby - *Linc.*	Edward VI.	1547.	Letters Patent - -	Free Grammar School, with master and usher, to instruct the children of Grimsby and places adjacent.
Norwich - - Grammar School.	Edward VI.	1547.	Letters Patent - -	Schoolmaster and usher sufficiently learned for instructing boys in the art of grammar. By Statutes 1566, school declared to be for 20 scholars, whose parents or friends inhabit the city; instruction in Greek and Latin.
Appleby - *West.*	Unknown -	*bef.* 1548.	Order of commission for schools, &c. Temp. Edward VI.	Described in the earliest documents as a Grammar School. By Letters Patent of Qu. Elizabeth, 1574 (on petition of inhabitants for a Grammar School for education of inhabitants of town and neighbourhood), a Free Grammar School for education of boys and youth, with master and usher.
Bridgnorth *Salop.*	Unknown -	*bef.* 1548.	Commission of Ed. VI.	Maintained as a Grammar School from revenues of chantry of St. Leonard.
Tamworth - *Staff.*	Unknown -	*bef.* 1548.	Letters Patent of Edward VI.	Described in Letters Patent of Edward VI., as a Grammar School; apparently connected originally with the guild of St. George in Tamworth. Re-established by Letters Patent of Qu. Elizabeth, 1588, as a Free Grammar School for the education of boys and youths, with one master.
Whalley - *Lanc.*	Unknown -	*bef.* 1548.	Warrant of Commissioners of Edw. VI.	Described in the warrant as a Grammar School that had been continually kept in Whalley.
Pontefract - *York, W.R.*	Commissioners for maintenance of Grammar Schools, &c.	1548.	Appointment of Commissioners.	A Grammar School to be maintained in Pontefract. By Decree of Duchy Court of Lancaster, 1583, a Free Grammar School in Pontefract, with master and usher, to instruct the youth there (with recital in favour of adjoining towns).
Skipton *York, W.R.*	W. Ermystead	1548.	Founder's deed - -	A School in Skipton for boys to be instructed in the grammatical tongue. Master to be a chaplain or priest, and to teach the boys the alphabet, and afterwards grammar.
Ilminster - *Som.*	H. Walrond and H. Greenfield.	1549.	Founders' deed -	Schoolmaster to instruct freely all children and youth brought to him in all godly learning and knowledge and other manner of learning.
Maidstone *Kent*	Mayor, Jurats, and Commonalty.	1549.	Charter of Edw. VI. -	A Grammar School.

Edward VI.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Truro - - *Corn.*	Unknown -	A.D. *circ.* 1549.	Deed quoted in Journal of House of Commons in 1689.	Described in the deed as a "Free Grammar School."
Wisbech - *Cambs.*	Edward VI.	1549.	Letters Patent - -	School for the instruction of youth in grammatical knowledge and polite literature, the master to teach boys and youths whomsoever resorting thither in grammatical science, and Greek and Latin literature freely (*libere absque aliquâ exactione*).
Knutsford *Chesh.*	Grant from Court of Augmentations.	1549 or 1550.	Grant from Court -	A Schoolmaster, well and sufficiently learned, for teaching and bringing up youth in Nether Knutsford.
Stafford - *Staff.*	Thos. Counter (chaplain).	*bef.* 1550.	Letters Patent of Edward VI.	A Free School, kept by a chantry priest in the Collegiate Church of Stafford. Re-established by Letters Patent of Edward VI., 1550, as a Free Grammar School for education of boys and youths, with master and usher.
Bury St. Edmunds *Suff.*	Edward VI.	1550.	Letters Patent -	Free Grammar School for education of youths consisting of a master and under master.
Marlborough *Wilts.* Grammar School.	Edward VI.	1550.	Letters Patent -	A Grammar School in the city of Marlborough, with power to mayor and burgesses to make statutes concerning masters, scholars, and other things.
Sherborne *Dorset*	Edward VI.	1550.	Letters Patent -	Free Grammar School for education of boys and young men, consisting of one master and an usher.
Whitchurch *Salop*	Sir John Talbot.	1550.	Deed in accomplishment of Founder's gift.	Free School, with master and usher, in Whitchurch, for education of youth in virtue and learning; open to children of all countries. The purest Latin authors to be read.
Wymondham - *Norf.*	Edward VI.	1550.	First conveyance of property granted.	Grammar School for instruction of boys or young people (as first described in deed of trust, 1636).
Chelmsford *Essex*	Edward VI.	1551.	Letters Patent -	Free Grammar School for the education of boys and youths, with master and usher.
Louth - - *Linc.*	Edward VI.	1551.	Letters Patent -	Free Grammar School for the education of boys, with master and usher.
Sedbergh - *York, W. R.*	Roger Lupton	*bef.* 1551.	Letters Patent of Edward VI.	Originally a Grammar School founded out of revenues of Lupton Chantry. Soon afterwards re-constituted as a Free Grammar School for boys and young men, by Letters Patent.
East Retford - *Notts.*	Edward VI. -	1551.	Letters Patent -	Free Grammar School for the education and instruction of boys and youths, with a master and under master.
Bath - - *Som.*	Edward VI -	1552.	Charter - - -	Free Grammar School for education of boys and young men.
Birmingham *War.*	Edward VI. -	1552.	Letters Patent - -	Free Grammar School in Brymyncham for the education, institution, and instruction of boys and youth in grammar, with one master and one usher.
Leeds - *York, W. R.*	Sir W. Sheafield.	1552.	Founder's will - -	Founder's gift was for a schoolmaster to teach scholars, youths, and children. Subsequent gifts declared to be applicable to the "Free Grammar School in Leeds, originating under the will of Sir W. Sheafield," by decree in Chancery, 1797.
Ludlow - - *Salop*	Edward VI. -	1552.	Charter - - -	Originally maintained by a guild. Re-established by Edw. VI. as a Grammar School for education of children and youth, with a master and usher, to be maintained by the Corporation of Ludlow at their own costs and charges.

Edward VI.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of ——	Purpose of Original Foundation.
Morpeth *Northumb.*	Edward VI.	A.D. 1552.	Letters Patent	Free Grammar School for education of boys and youths, consisting of master and under master.
Penwortham *Lanc.*	Christopher Walton.	1552.	Founder's deed	A Grammar School for instruction of all young children that should come in the elements, and all other scholars in grammar; inhabitants to pay cockpence only.
Stepney - *Midd.* St. Dunstan's.	Nicholas Gibson.	1552.	Surrender in fulfilment of Founder's will.	A Free School, under the Coopers Company, with master and usher to instruct boys in grammatical science, and young ones in spelling, &c., till fit to learn grammar.
Shrewsbury *Salop*	Edward VI.	1552.	Letters Patent	Free Grammar School for education of boys and youths, with master and under master.
Stourbridge *Worc.*	Edward VI.	1552.	Letters Patent	Free Grammar School for education of boys and youth, with master and under master.
Towcester *Npton.*	Trustees of Sponne's Charity.	*circ.* 1552.	Reputed purchase of chantry house for school.	No known instrument of foundation. Described as "the Grammar School at Towcester," in a benefaction, 1738.
Stratford-upon-Avon - *War.*	Unknown	*bef.* 1553.	Letters Patent of Edward VI.	Originally maintained as a Free Grammar School from revenues of a guild. Re-established by Letters Patent of Edward VI., 1553, as a Free Grammar School for the education of children and youth in the borough.
Giggleswick - *York, W.R.*	Edward VI.	1553.	Letters Patent	Free Grammar School with master and usher; the master to teach indifferently the poor as well as the rich, the parishioner as well as the stranger.
London - - Christ's Hospital.	Edward VI.	1553.	Deed and charter of Edward VI.	Founded for the relief of the poor, and more particularly that children in their infancy might not lack good education, nor, when of riper years, be destitute of honest callings.
Nuneaton - *War.*	Edward VI.	1553.	Letters Patent	Free Grammar School, with one master to teach freely the boys coming thither.
Southampton - *Hants.*	Wm. Capon, D.D. (by will, 1550.)	1553.	Letters Patent of Edward VI.	Free Grammar School for education of boys and youth, with master and under master.
Tonbridge - *Kent.*	Sir Andrew Judd.	1553.	Letters Patent of Edward VI.	Founded (on petition for a school for boys in Tonbridge and country adjacent) as a Free Grammar School with master and usher for education of boys and youth; with a view to the benefit of inhabitants of Tonbridge, a limited number of boarders only allowed.
Bosbury - *Here.*	Sir Rowland Morton (supposed).	Temp. Edw. VI.	(As stated in information filed in Chancery.)	Free Grammar School for the education of children of inhabitants of the parish; the master a clergyman of the Church of England, and Master of Arts.
Bromsgrove - *Worc.*	Edward VI. (reputed).	Temp. Edw. VI.	Reputed foundation	Original character not ascertainable. Endowment in 1693 for a graduate master to teach 12 poor boys of town or adjacent parishes gratis in English, Latin, Greek (if capable), writing, and accounts.
Buckingham -	Edward VI. (supposed).	Temp. Edw. VI.	Reputed foundation	By deed 1830 described as by foundation a Free School, and the master bound to teach Latin, English, reading, writing, and arithmetic, to six boys of Buckingham, free.
Burnley - *Lanc.* (Par. *Whalley.*)	Unknown	Temp. Edw. VI.	Supposed foundation	Described in earliest known deed, 1558, as a "Free Grammar School."

Edward VI. to Philip and Mary.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Frome - *Som.*	Unknown	A.D. ? Temp. Edw. VI.	-	Apparently by tradition a Grammar School.
King's Norton - *Worc.*	Edward VI. (reputed).	Temp. Edw. VI.	Reputed foundation	By tradition a Grammar School.
Lichfield - *Staff.*	Edward VI.	Temp. Edw. VI.	Reputed foundation	No known instrument of foundation, but an ancient payment from the Exchequer for a master and usher. 'A Free Grammar School' in a conveyance of school premises in 1587.
Liskeard - *Corn.*	Edward VI.	Temp. Edw. VI.	Reputed foundation	Founded as a Grammar School.
Rock - *Worc.*	Edward VI.	Temp. Edw. VI.	Grant from Royal revenues.	Supposed to have been founded as a Grammar School.
Ross - *Here.*	Edward VI. (probably).	Temp. Edw. VI.	-	Probably founded on dissolution of chantry in Ross. First known deed of endowment, in 1704, is for the master of the Grammar School for the education of youth according to the doctrines of the established Church.
Roystone - *York, W.R.*	Unknown	Temp. Edw. VI.	-	Originally maintained as a "Grammar School" out of the revenues of the chantry at Roystone.

Mary, July 1553—24 July 1554.

Aylsham - *Norf.*	Rob. Jannys	1554.	Deed in pursuance of Founder's bequest.	A Grammar School in Aylsham.
Clitheroe - *Lanc.* (Par. *Whalley.*)	Queen Mary	1554.	Letters Patent	Free Grammar School for education of boys and youths, to consist of master and usher.
Leominster *Here.*	Queen Mary	1554.	Charter of incorporation of borough.	Grammar School (called also Free Grammar School) for the education of youth in the borough.
Walsall - *Staff.*	Queen Mary	1554.	Letters Patent	Free Grammar School for instruction of boys and youth, with master and usher.

Philip and Mary, 25 July 1554—17 Nov. 1558.

Boston - *Linc.*	Philip and Mary.	1555.	Letters Patent	A Free Grammar School for the education of boys and youth, with master and usher. Referred to also as the "Borough School" (*Burgum Scholam*).
Market Drayton *Salop.*	Sir Rowland Hill.	1555.	Letters Patent of Philip and Mary.	Free Grammar School for instruction of boys and youth, with a master and usher; neither to take anything for teaching any of the scholars.
Holt - *Norf.*	Sir John Gresham, Knt.	1555.	Letters Patent of Philip and Mary.	Free Grammar School under the Fishmongers Company, for education of boys and youths, with a master and usher.
Ripon - *York, W.R.*	Philip & Mary	1555.	Letters Patent	Free Grammar School for education of children and young men, with master and usher.
Hampton - *Midd.*	Rob. Hainmonde.	1556.	Founder's will	A Free School in the village of Hampton for teaching children freely. English and Latin prescribed in a benefaction of 1697.
Kirkby Ravensworth - *York, N.R.*	Dr. J. Dakyn	1556.	Founder's statutes	A Hospital and a School for instruction gratis of boys of parish of Kirkby Ravensworth and others resorting thither, in grammar, rhetoric, and verse.
Oundle - *Nptn.*	Sir W. Laxton, Kt.	1556.	Founder's will	A learned Schoolmaster, master of arts, to teach grammar freely to all such as should come to learn, and an usher; School to be under the Grocers Company.

Philip and Mary to Elizabeth.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —.	Purpose of Original Foundation.
Repton — *Derby*	Sir John Port, Kt.	A.D. 1556.	Founder's will	A learned graduate freely to keep a Grammar School in Etwall or Repton, with an usher. By Letters Patent of Jas. I. 1621, a Free Grammar School for the education of youth; the schoolmaster, two ushers, and four poor scholars, together with master of hospital and 12 poor men incorporated.
Birstal - *York, W.R.*	Rev. W. Armystead.	1556 or 1557.	Founder's gift	A Free School at Birstall for teaching grammar.
Witton - *Chesh.* (Par. *Gt. Budworth.*)	Sir John Deane, clerk.	1557.	Founder's deed	Free Grammar School for instruction of boys within the township of Witton, for admission fee and "cock-penny" only.
York - St. Peter's School.	Nicholas Wotton, Dean, and the Chapter.	1557.	Letters Patent of Philip and Mary.	A Grammar School, endoved chiefly by James I., with property held in trust by the Dean and Chapter for the education of boys and youths of the realm and for free instruction and maintenance of a certain number of scholars.
Brentwood - *Essex*	Anthony Browne and Joanna his wife.	1558.	Founder's deed and Letters Patent of Philip and Mary.	Grammar School, with master and two wardens, incorporated, for free instruction of all scholars of parish of Southweald, or within three miles of schoolhouse, or of founder's or patron's kin, between 8 and 18 years of age.
Stevenage - *Herts.* **Stone** - *Staff.* **Uttoxeter** - *Staff.*	Thos. Allyn	1558.	Founder's will	Free Grammar Schools at Stevenage, Stone, and Uttoxeter, under Trinity College, Cambridge.

Elizabeth, 17 Nov. 1558—24 March 1603.

Hartlebury *Worc.*	Unknown	1559.	Letters Patent of Qu. Elizabeth.	A Grammar School theretofore existing in Hartlebury was continued as a Free Grammar School for education of children and youth, with master and under master.
Elmdon - *Essex*	Thos. Crawley	1559.	Founder's deed	A School of Grammar, to be kept by a priest, who should freely instruct all children born or whose parents dwell in Elmdon, and twelve other places named.
Tadcaster - *York, W.R.*	Dr. O. Ogle-thorpe, Bp. of Carlisle.	1560.	Probate of Founder's will.	Grammar School (and hospital) for free instruction of children of parish of Tadcaster or any others of the country.
Tideswell - *Derby*	Rev. Rob. Pursglove (under Letters Patent, 1559.)	1560.	Founder's deed	A Grammar School for boys in the town of Tideswell, the master to teach grammar, and for the petties the figures and characters of letters, freely and without any exaction of any scholar thither resorting to learn.
Westminster - St. Peter's College.	Qu. Elizabeth	1560.	Statutes of Collegiate Church of St. Peter, Westminster.	A Grammar School attached to the Collegiate Church of Westminster, with head and under master, for free education of 40 scholars in Latin, Greek, and Hebrew; other scholars admissible, but total number not to exceed 120.
Bangor - *Caern.*	Geffrey Glynne, LL.D. (by will, 1557.)	1561.	Letters Patent of Qu. Elizabeth.	Free Grammar School, with master and usher, for education of boys and youths, limited by Statutes, 1568, to 100, the poorest preferred. Ten poor scholars to be lodged in the school, and to receive 40s. each annually.
Bridgwater - *Som.*	Qu. Elizabeth	1561.	Grant of Qu. Elizabeth.	A Schoolmaster to instruct boys and youths in Bridgwater and neighbouring towns who should flock to him in good literature.

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Bristol - *Glouc.*	Rob. Thorne (under Letters Patent, 1532).	A.D. 1561.	Deed in fulfilment of Founder's will.	A Free Grammar School, with master and usher or ushers, to teach all children and other that would repair thither for learning Latin and other good learning, freely, excepting 4*d.* on admission.
Godmanchester - *Hunts.*	Qu. Elizabeth & Rich. Robins.	1561.	Letters Patent -	A Free Grammar School.
Guisborough *York, N.R.*	Rev. Rob. Pursglove.	1561.	Letters Patent of Qu. Elizabeth and Founder's statutes.	A Grammar School, the master to teach freely all scholars coming to learn; to be divided into four forms, the lowest to learn to read, the others grammar exercises and Latin.
Kingston-on-Thames. *Surr.*	Qu. Elizabeth	1561.	Letters Patent -	Free Grammar School for the education of boys and children; to consist of master and usher.
London - *Midd.* Merchant Taylors School.	R. Hills and other members of Merchant Taylors Comp.	1561.	Statutes - -	Grammar School, with a high master "learned in good and clean Latin "literature, and in Greek if such "may be gotten," a chief usher and under ushers, for better education of children; not more than 250 scholars at one time, of whom 100 poor to be free.
Mansfield - *Notts.*	Qu. Elizabeth	1561.	Letters Patent -	Free Grammar School for the instruction of boys and youth, with master and under master (on petition for a Grammar School for instruction of youths in the parish).
Moulton - *Linc.*	John Harrox (by will, 1560).	1561.	Probate of Founder's will, and Letters Patent of Queen Elizabeth.	Apparently a Grammar School open to all without limitation. The master to be qualified in the art of grammar and learning.
Worcester - Free School.	Thomas Wild, (by will, 1558).	1561.	Letters Patent of Qu. Elizabeth.	The founder says: A Free School for the bringing up of youths in their A, B, matins and evensong, and other learning which should make them ready for the King's Grammar School. By the Letters Patent, a school for A, B, C, and grammar, for the teaching of children.
Abingdon - *Berks.*	John Roysse	1562.	Founder's deed -	A school-house capable of holding 73 scholars to be used as a Free Grammar School for 63 children of the borough, and, secondarily, of the neighbourhood, and 10 others that the master might "take advantage "of."
Dudley - *Worc.*	Thos. Wattwood and M. Bysmore	1562.	Founder's deed -	A School to be maintained in the borough of Dudley. By decree of Com. Char. Uses, 1638, a Free School and learned master to teach scholars in the several parishes of Dudley.
High Wycombe - *Bucks.*	Qu. Elizabeth	1562.	Letters Patent -	A Grammar School of one master, to be established according to statutes of mayor, bailiffs, and burgesses.
**London* - St. Dunstan-in-the-West.	Qu. Elizabeth	1562.	Letters Patent -	Free Grammar School for education of children and youth.
Southwark - *Surr.* St. Saviour's.	Inhabitants -	1562.	Letters Patent of Qu. Elizabeth.	Free Grammar School; all children of the parish to be taught free, except small specified payments, but whole number of scholars not to exceed 100; 40 paying scholars allowed on condition that master keep an usher.
Darlington - *Durh.*	Qu. Elizabeth	1563.	Letters Patent -	Free Grammar School for instruction of youth.

* This School appears to have received no endowment, and to have been for a very long time extinct.

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Felsted - *Essex*	Lord Rich (under Letters Patent, 1555).	A.D. 1564.	Founder's deed	Free School, with the chaplain of Founder's Hospital for master, and an usher, for instruction of 80 boys born in Essex in grammar and other virtues, with preference for those born on Founder's manors or farms.
Leicester - -	Qu. Elizabeth	1564.	Letters Patent	The object of the Royal Grant to the borough, as expressed in the Letters Patent, is "*ut juventus in bonis "literis ibidem perpetuis temporibus "futuris libere instituatur.*" Described as a "Grammar School" and a "Free Grammar School" by benefactor in 1565.
Rochdale - *Lanc.*	Archbishop Parker.	1564.	Founder's deed of covenant.	A Master and under master to teach the youth of the parish gratis, that they might be brought up in the learning of true piety and the Latin tongue.
Alford - - *Linc.*	Francis Spanning and Helen his wife.	1565.	Founders' deed	A Free School for teaching young children the A, B, C, and to read Latin and English. Established as a Free Grammar School for the education of children and youth, with master and usher, by charter of Queen Elizabeth, 1576.
Highgate - *Midd.*	Sir R. Cholmeley.	1565.	Letters Patent and Founder's deed.	Free Grammar School for boys and youths.
Netherbury - *Dorset.*	Unknown (prob. parishioners).	1565.	Award of arbitrators of disputed possession.	A Schoolmaster to teach grammar.
Presteign *Radnor*	John Beddoes	1565.	Founder's deed -	Free Grammar School, with one master learned in Latin to teach youth that should repair to the School.
Eye - - *Suff.*	Unknown (first known benefactor, F. Kent, 1593).	*bef.* 1566.	"Constitutions" of borough.	Grammar School for such as should come to learn grammar and Latin, being able distinctly to read as well Latin as English.
Bedford - *Bed.*	Sir Wm. Harpur.	1566.	Founder's deed -	A Free and perpetual School for instruction of children and youth in grammar and good manners, with master and usher, and under visitation of New College, Oxford.
Biddenden - *Kent*	John Mayne	1566.	Founder's will -	A Schoolmaster and usher to teach in Biddenden Latin grammar prescribed in some ancient orders.
Blechingley *Surr.*	John Whitman.	1566.	Founder's deed -	A Free School, afterwards converted into an almshouse, but revived *circ.* 1640, as a Free Grammar School, for instruction of 20 poor boys, natives and inhabitants of the parish, free, and five more for a prescribed payment.
Bromyard - *Here.*	Qu. Elizabeth	1566.	Decree of the Exchequer.	Grammar School to be kept by a learned master appointed by bailiffs and burgesses of Bromyard.
Kirkby Stephen - *West.*	Lord Wharton	1566.	Letters Patent of Qu. Elizabeth.	A Free Grammar School for scholars to be brought up in virtue and learning without anything paying for their learning.
Sandwich - *Ken*	Sir Roger Manwood (under Letters Patent, 1563.)	1566.	Founder's deed -	Free Grammar School; children of inhabitants to be taught freely, foreign scholars to pay.
Thetford - *Norf.*	Sir Rich. Fulmerston.	1566.	Founder's will -	Free Grammar School with master and usher.
Ashby-de-la-Zouch. *Leic.*	Earl of Huntingdon (doubtful).	1567.	Deed of Earl of H. and others.	A master to instruct youths, infants, and little ones in good manners, learning, knowledge, and virtue.
Richmond - *York, N.R.*	Qu. Elizabeth	1567.	Letters Patent of Qu. Elizabeth.	Free Grammar School for education of boys and youths, with one master (on petition for the education of town and neighbourhood).

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Rugby - *War.*	Laurence Sheriff.	A.D. 1567.	Founder's "intent"	A Free Grammar School to serve chiefly for the children of Rugby and Brownsover, and next of the places adjoining; the master to be Master of Arts.
Blackrod - *Lanc.* (Par. *Bolton-le-Moors.*)	John Holmes	1568.	Founder's will	A schoolmaster to teach at the Free Grammar School in Blackrod.
Cheveley - *Cambs.*	John Raye (by will, 1558).	1568.	Letters Patent of Qu. Elizabeth.	Free Grammar School for the education of boys and youths.
Andover - *Hants.*	John Hanson	1569.	Founder's gift, as stated on tablet in church.	A Free School in Andover.
St. Albans - *Herts.*	Mayor and Burgesses under licence of Edw. VI., 1553.	*circ.* 1569.	Erection of School -	Free Grammar School for 120 poor boys of St. Albans.
Salisbury - *Wilts.* Grammar School.	Qu. Elizabeth	1569.	Letters Patent -	Allowances theretofore made to a Grammar School at Trowbridge and to another at Bradford withdrawn, and settled on a Free School at Salisbury with learned master and usher to teach grammar to all such as should resort thither.
Keswick - *Cumb.* Crosthwaite Sch.	Unknown -	*bef.* 1571.	Decree of Commissioners of Ecclesiastical Causes.	Called in the decree "the Common and Free School at Crosthwaite." Spoken of as a Grammar School by an inquisition in 1616.
Kinver - *Staff.*	Unknown -	*bef.* 1571.	Lease of school lands	Described in the first known benefaction in 1502, as a Free Grammar School.
Bristol - *Glouc.* St. Mary Redcliffe.	Qu. Elizabeth	1571.	Letters Patent -	Free Grammar and Writing School for education of boys and youth, with master and under master.
Burford - *Oxf.*	Simon Wisdom	1571.	Founder's deed -	Free School for not more than 40 grammarian scholars, besides petties (being boys). Four to be taught freely, others, if inhabitants, to pay a small fee, those from the country more.
Harrow - *Midd.*	John Lyon -	1571.	Charter of Qu. Elizabeth.	Free Grammar School with master and usher for the perpetual education, teaching, and instruction of children and youths of the parish.
Horncastle - *Linc.*	Lord Clynton and Saye.	1571.	Letters Patent to Qu. Elizabeth.	Free Grammar School for the education of boys and youth, with master and usher (on petition for education of town and neighbourhood).
Lowestoft - *Suff.*	Thos. Annott	1571.	Founder's deed -	A Master learned in grammar and Latin to teach 40 scholars, (1) natives of Lowestoft, or (2) of a wider area, with limited admission fee.
Southwark - St. Olave's.	Inhabitants -	1571.	Letters Patent of Qu. Elizabeth.	Free Grammar School for the children and younglings of parishioners and inhabitants, with a master and an usher.
Atherstone - *War.*	Sir Wm. Devereux, Kt., and others.	1572.	Letters Patent to Qu. Elizabeth.	Free Grammar School with one master for the education of boys and young men in the town of Atherstone.
Chipping Barnet *Herts.*	Qu. Elizabeth	1573.	Letters Patent -	A Common Grammar School in Barnet to be called "The Free Grammar School" for education of boys and youth, with master and usher.
Coventry - *War.*	John Hales -	1573.	Deed in fulfilment of Founder's intent.	Free School with a learned master to teach grammar, a learned usher, and a man skilful in music to teach singing. Described in Act of Parl. 23 Eliz. as a "Free Grammar School."

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
Yeovil - *Som.*	? Parish -	A.D. 1573 (or earlier).	Mem. from old account book.	Unknown. A benefaction in 1711 is for the schoolmaster to fit young men for Oxford or Cambridge.
Cranbrook *Kent.*	Simon Lyncho	1574.	Letters Patent of Qu. Elizabeth.	Free Grammar School in Cranbrook.
Houghton-le-Spring. *Durh.*	John Heath, and Rev. Barnard Gilpin.	1574.	Letters Patent of Qu. Elizabeth.	Free Grammar School, with master and usher.
Cropredy - *Oxf.*	Walter Calcott.	1575.	Founder's deed -	Grammar School in Williamscott for scholars from 8 to 18 years of age from the villages comprised in the 'peculiar' of Cropredy, or in default from the next towns. Children of richer persons admissible on payment.
Dedham - *Essex*	Wm. Littlebury (by will, 1571).	1575.	Letters Patent -	Free Grammar School, with master, M.A., to teach 20 free scholars chosen from poorest inhabitants of certain places named; exhibitions for poor scholars to Cambridge.
Thame - - *Oxf.*	Lord Williams of Thame.	1575.	Deed of executors of Founder.	Free Grammar School (and an almshouse) under New College, Oxford, to give an education similar to that of Winchester College; relatives of Founders and sons of tenants being inhabitants of Thame and certain other villages, to be exempt from payment made by other boys.
Faversham - *Kent*	Qu. Elizabeth	1575 or 1576.	Letters Patent - -	A Grammar School for youth of Faversham and neighbourhood.
Caermarthen -	Qu. Elizabeth	1576.	Letters Patent -	Free Grammar School for education of boys and youths in grammar and other inferior books, with master and usher (on petition for education of town and neighbourhood).
Dartford - *Kent.*	W. Vaughan, E. Gwyn, and W. Death.	1576.	Founders' deed -	Learned man in grammar to teach children in town of Dartford in the knowledge of grammar.
Daventry - *Npton.*	Wm. Parker -	1576.	Founder's will -	Grammar School for instruction of 50 children.
Dacre - *Cumb.* Great Blencowe Sch.	Thos. Burbank.	1576.	Founder's covenant to convey to trustees.	A Free Grammar School for bringing up of youth in Great Blencowe.
Botesdale - *Suff.* (Par. *Redgrave*).	Sir N. Bacon (under Letters Patent 1561).	1576.	Founder's ordinances	Grammar School for boys of Redgrave and neighbourhood, poor preferred.
Rivington - *Lanc.* (Par. *Bolton-le-Moors*).	James Pilkington, Bishop of Durham.	1576.	Letters Patent of Qu. Elizabeth.	Free Grammar School for the education and instruction of boys and youth in grammar and other good literature (on petition for education of boys of the town and neighbourhood, "and of other faithful and liege subjects whomsoever").
Sutton Valence *Kent*	Wm. Lambe -	1576.	Letters Patent of Qu. Elizabeth.	A Grammar School in Sutton Valence for boys and youths.
Kirton-in-Lindsey *Linc.*	Founded from revenues previously held for general purposes.	1577.	Decree of Court of Exchequer.	A Grammar School to be kept in Kirton. Described as "*libera schola*" in an admission at a Court of the Manor, pursuant to and dated in the same year as the decree.
Laughton - *Linc.*	Roger Dalyson, D.D. (by will, 1566).	1578.	Letters Patent of Qu. Elizabeth.	Free Grammar School, with one master.
Bishop Stortford *Herts.*	Unknown -	*circ.* 1579.	Will of first known benefactress, Margaret Dane.	No known instrument of foundation. Endowment of M. Dane is for a school to be erected at Bishop Stortford.

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Dorchester *Dorset*	Thos. Hardye	A.D. 1579.	Founder's deed	Free School with learned master and usher for children of all degrees. By Rules, 1657, declared free for inhabitants of Dorchester and the parish of Fordington and Frome.
Dronfield - *Derby*	H. Fanshawe (by will, 1567).	1570.	Letters Patent -	A Grammar School for boys and youth of Dronfield.
Burton Latimer - *Npton.*	Elizabeth M. Burbank.	1581.	Foundress' deed -	Free Grammar School in Burton Latimer.
St. Bees - *Cumb.*	Archb. Grindal.	1583.	Letters Patent of Qu. Elizabeth.	Free Grammar School, and relief of poor scholars going thence to Cambridge and Oxford.
Lincoln -	Unknown -	1583.	Union of two ancient schools.	Originally two Grammar Schools of unknown foundation, under the Corporation and the Cathedral respectively. These were united, the Dean and Chapter to appoint the master, and the Corporation the usher. Children of freemen of the city, of inhabitants in the city and county thereof, and in the close and bail of Lincoln, and children of choristers and poor clerks of the cathedral, to be admitted without payment, except entrance fee.
Colchester - *Essex*	Henry VIII. (by Charter, 1539).	1584.	Letters Patent of Qu. Elizabeth.	The Charter of Henry VIII. provided for the erection of a "Free School," but it remained without effect till under the licence of Qu. Elizabeth the Corporation established a "Free Grammar School," with 16 free scholars natives of the town or liberties of Colchester, and children of free burgesses; the total number of scholars limited to 60.
Ashborne - *Derby*	Qu. Elizabeth	1585.	Letters Patent -	Free Grammar School in Ashborne for the education and instruction of boys and youth in grammar and other good learning, to consist of one schoolmaster, master of arts, and one under-master (on petition of inhabitants intending to establish a school for the youth of the country near Ashborne).
Halifax - *York, W.R.*	Qu. Elizabeth	1585.	Letters Patent -	A Free Grammar School, consisting of a master and usher for children and youth of the parish and vicarage and other villages and hamlets near adjoining.
Hawkshead - *Lanc.*	Archbishop Sandys.	1585.	Letters Patent of Qu. Elizabeth.	Free Grammar School for youth and boys of Hawkshead and neighbourhood; grammar and principles of Greek tongue, with other sciences, to be taught freely without exaction of any scholars resorting thither.
Urswick - *Lanc.*	Wm. Marshall	1585.	Letters Patent of Qu. Elizabeth.	A Free Grammar School, to consist of a master and under-master, for education of boys and youth.
Woodstock - *Oxf.* (Par. *Bladon*).	Rich. Cornwell.	1585.	Founder's will -	A Free Grammar School in New Woodstock, the master to be a preacher.
Wirksworth *Derby*	Anthony Gell (by will, 1579).	1585.	Conveyance pursuant to Founder's will and Letters Patent, 1584.	Free Grammar School for education of boys in grammar and other literature.
Cheltenham - *Glouc.*	Richard Pate	1586.	Founder's deed -	Free Grammar School (and a hospital) with master and usher, under Corpus Christi Coll., Oxford, for the education of the youth of Cheltenham and the country thereabouts.
Newport - *Essex*	Joyce Frankland.	1586.	Foundress' will -	A Free Grammar School under supervision of the master of Caius Coll. Camb., for instruction of a number (to be determined as directed) of children of inhabitants of Newport, or, in default, of any other town, as free scholars. Also scholarships at Caius Coll.

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Oakham & Uppingham *Rut.*	Rev. Rob. Johnson.	A.D. 1587.	Letters Patent of Qu. Elizabeth.	Free Grammar School, with master and usher, for instruction of all grammar scholars born and bred in Oakham and Uppingham freely, if their parents be poor and not able to pay; the rest, and those of other towns, agree with the master.
Ringwood *Hants.*	Rich. Lyne (by will, 1586).	1587.	Probate of Founder's will.	A Schoolmaster, preferably from university, to instruct young children and scholars in writing and reading, Latin, and all manner of humane doctrine; inhabitants thereabouts, and all others so far as the School could receive, to come freely without any standing payment.
Stradbroke *Suff.*	Michael Wentworth.	1587.	Founder's gift	The founder gave the Town Chamber for a school for children to be taught there.
Topcliffe *York, N.R.*	Unknown	*bef.* 1588.	First known benefaction.	Unknown. Greek and Latin to 30 free scholars by trustees' order, 1809.
Ashton-in-Makerfield. *Lanc.*	Rob. Byrchall	1588.	Deed in pursuance of Founder's directions.	School for all youth and young children in Ashton and other places adjoining, gratis, if master's salary be sufficient; if not, payments to be made at discretion of trustees.
Spalding *Linc.*	J. Gamlyn and J. Blanke.	1588.	Letters Patent of Qu. Elizabeth.	Free Grammar School for the education of boys and youths, with master and under master.
Gainsborough *Linc.*	Qu. Elizabeth	1589.	Letters Patent	Free Grammar School, with master and usher.
Broughton *Lanc.* (Par. *Preston.*)	Unknown	*bef.* 1590.	First known conveyance of school property.	Exhibition of an honest person, sad and discreet, to teach Grammar School at Broughton.
Yarm *York, N.R.*	Thos. Conyers	1590.	Letters Patent of Qu. Elizabeth.	Free Grammar School in parish of Yarm for education of boys and youth, with one master.
Kirkby Lonsdale. *West.*	— Godshalfe and inhabitants.	1591.	Letters Patent of Qu. Elizabeth.	Free Grammar School in Kirkby Lonsdale, with one master for education of boys and youths (on petition for benefit of town and neighbourhood).
Bungay *Suff.*	Thos. Popeson	1592.	Founder's deed	Free Grammar School for parishes of St. Mary and the Trinity.
Normanton *York, W.R.*	John Freeston.	1592.	Founder's deed	Free Grammar School, with a master, and an usher if need be, free for all scholars of Founder's name and kindred, and for 30 poor children of Warmfield and Normanton, or in default, of adjoining towns.
Wakefield *York, W.R.*	Qu. Elizabeth	1592.	Charter	Free Grammar School for teaching children and youth in grammar and good learning, to consist of a master and usher (on petition for teaching youth belonging to the parish).
Ashburton *Dev.*	H. Pomeroy and others.	1593.	Founders' deed	A School for children in the manor and borough of Ashburton. A gift in 1611 is for grammar learning, and the title "Grammar School" occurs in 1727.
Barton-under-Needwood. *Staff.* (Par. *Tatenhill.*)	Thos. Russell	1593.	Founder's will and deed.	A School under the Drapers Company to be erected at Barton, like that at Highgate or High Barnet in Middlesex, to hold 70 scholars, master and usher.
Halsall *Lanc.*	Edw. Halsall	1593.	Founder's deed	A Free Grammar School at Halsall, or in default at Prescot, the master able to instruct the scholars in grammar, poetry and good Latin authors.

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Bunbury - *Chesh.*	Thos. Aldersey.	A.D. 1594.	Letters Patent of Qu. Elizabeth.	Free Grammar School under the Haberdashers Company, with master and usher, for education of boys and youths; free for all children, especially natives of Bunbury parish, and next of the county Palatine of Chester. A few girls only, and they to leave at nine years of age.
Halstead - *Essex*	Lady Mary Rumsey.	1594.	Founder's deed -	A Grammar School in Halstead, with 40 free scholars of the town, or, in default, within 8 miles of it.
Stainmore - *West.* (Par. *Brough.*)	Sir Cuthbert Buckle.	1594.	Founder's will -	Instruction of children in reading, writing, and accounts. By a benefaction in 1700, the master to be curate in orders, and to teach grammar.
Chesterfield *Derby*	Godfrey Foljambe, and Qu. Elizabeth by subsequent Letters Patent.	*betw.* 1594 and 1602.	Founder's will [and , end of reign.	A Free Grammar School within the borough for the pious education of boys within the same.
Ruthin - *Denb.*	Gabriel Goodman, Dean of Westminster.	1595.	Letters Patent of Qu. Elizabeth.	Grammar School, with master and under master; all boys born in the parish of Llanelidan or in the town of Ruthin to be free, except small entrance fee; others to pay quarterages according to a graduated scale, varying from 4*d.* for the son of a minister to 2*s.* for the eldest son of a gentleman who can expend 30*l.* per annum or more.
Shiffnal - *Salop.*	John Aron (probably).	1595	Will of John Aron -	Aron's bequest (contingent only) was the erection of a school-house in Shiffnal. Among the schools entitled to exhibitions under the will of Edward Careswell, 1689, is "the Free School of Shiffnal."
Warton - *Lanc.*	Mat. Hutton, Archbp. of York.	1595.	Letters Patent of Qu. Elizabeth.	Free Grammar School consisting of master and usher.
Boxford - *Suff.*	J. Snelling and P. Gostlinge.	1596.	Charter of Qu. Elizabeth.	Free Grammar School for instruction of youth in grammar, to consist of a master, being a Master of Arts at least, and usher. (The Charter recites the object of the founders, to promote the instruction of youth of Boxford, Groton, and Edwardstone.)
Dean - - *Cumb.*	John Fox -	1596.	Founder's will -	Free Grammar School for poor men's children; master to be appointed by Goldsmiths Company.
Wellingborough *Npton.*	Apparently founded out of revenues of town estate.	1596.	Order in Chancery -	One master and his usher, or two distinct masters, to teach Latin, and also reading, writing, and accounts.
Crosby Ravensworth. *West.*	Apparently by subscriptions.	*circ.* 1597.	Gift of Rev. W. Willan.	No known deed of foundation. Purchase deed in 1789 for the Free School of Crosby Ravensworth. A gift in 1800 is for the "Free Grammar School."
Wantage - *Berks.*	Ordered to be maintained from revenues of "Town lands."	1597.	Act of Parl. 39 Eliz.	A schoolmaster to teach grammar in the town of Wantage.
Aldenham - *Herts.*	Richard Platt (under Letters Patent, 1596).	1599.	Founder's deed -	Free Grammar School, the master to be M.A. and to teach the common Latin grammar and other books tending to the instruction of youths in Latin, and in purity of life, manners, and religion, and the usher to teach English, writing, cyphering, and accounts.

Elizabeth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
Croydon - *Surr.*	Archbp. Whitgift.	A.D. 1599.	Founder's charter -	As part of Hospital, one of the brethren learned in Greek and Latin and a good versifier therein, to keep a Common School in Croydon, and teach children of the parish of the poorer sort freely, of the better sort on payment.
Hexham - *Nthumb.*	Qu. Elizabeth	1599.	Letters Patent - -	Free Grammar School in Hexham, with master and under master (on petition for instruction of youth of Hexham and adjoining towns). Scholars born in the parish to pay 4*d.* a year, others 2*s.* or 4*s.*
Tiverton - *Dev.*	Peter Blundell	1599.	Founder's will - -	Free Grammar School for not more than 150 boys from 6 to 18 years old, and none under a grammar scholar, born or brought up in Tiverton; in default, for foreigners. Also, scholarships at universities.
Prescot - *Lanc.*	Unknown -	*bef.* 1600.	Will of R. Hawarden, first known benefactor.	Apparently for benefit of "Prescot Parish Side," *i.e.*, Prescot township and certain other townships.
Daresbury - *Chesh.* (Par. *Runcorn*).	Richard Rider and others.	1600.	Original deed of endowment.	Schoolmaster M.A. or B.A. of Oxford or Cambridge, to teach grammar, school poetry, and other learning for the education of children of inhabitants of Daresbury and eight other townships, and of such foreigners as had contributed to the foundation.
Heskin - *Lanc.* (Par. *Eccleston*).	Jas. Pemberton.	1600.	Charter of Qu. Elizabeth.	School under Brasenose College, Oxford, and the Goldsmiths Company, for instruction of inhabitants of the parish of Eccleston in catechism, reading, writing, &c. and Latin and Greek prose and verse.
Kimbolton - *Hants.*	H. Balye and W. Dawson.	1600.	Founder's deed -	Instruction of boys and children in Kimbolton in grammatical knowledge.
Newcastle-on-Tyne - *Nthumb.*	Qu. Elizabeth	1600.	Corporation charter	Free Grammar School, with one master and scholars incorporated, and an usher.
Tarvin - *Chesh.*	— Pickering	*circ.* 1600.	Foundation as given in Ch. Com. Rep.	Apparently by tradition a Grammar School. Master to teach 20 poor children without taking money, six to be from the town of Tarvin, and the rest from the other towns in the parish.
Staveley - *Derby.*	Unknown -	*bef.* 1601.	Inquisition before Commissioners of Charitable Uses.	Described as a Grammar School.
Askrigg - *York, N.R.* Yorebridge School. (Par. *Aysgarth.*)	Anthony Besson.	1601.	Founder's deed -	Free Grammar School in Askrigg.
Heighington - - *Durh.*	Eliz. Jenison	1601.	Foundress' deed -	School free for inhabitants and natives, with small admission and quarterly fees; for instruction in easy Latin and Greek.
Solihull - - *War.*	Thos. Waringe and others.	1602.	Founders' deeds -	Use and maintenance of a School of learning in Solihull; also called a Free Grammar School.
Newcastle-under-Lyme. *Staff.*	Rich. Cleyton.	1602.	Founder's deed -	A schoolmaster having taken degree of B.A. to instruct in learning 30 poor children born in Newcastle gratis. Latin and Greek under an endowment in 1692.
Penistone - *York, W.R.*	Unknown -	*bef.* 1603.	Decree of Com. Char. Uses.	Free Grammar School in Penistone (as described in Decree).
Coxwold *York, N.R.*	Sir J. Harte	1603.	Founder's will - -	Free School in Coxwold, with master and usher, and a schoolmaster to teach the pettyes or young children in Coxwold to read English.
Bedale - *York, N.R.*	Qu. Elizabeth (supposed).	Temp. Elizabeth.	- - - -	Stated in parish benefaction book to be an ancient Free Grammar School.

Elizabeth to James I.

Situation of School.	Founder.	Date of Establishment.	Date given is that of ——	Purpose of Original Foundation.
Bodmin - *Corn.*	? Qu. Elizabeth	A.D. Temp. Elizabeth.	- - - - -	Reputed to have been endowed by Qu. Elizabeth as a Grammar School.
Fotheringay - *Npton.*	Unknown -	Temp. Elizabeth.	- - - -	No known instrument of foundation or endowment. Apparently by old tradition a Grammar School, supported by a grant from Qu. Elizabeth.
Leyland - *Lanc.*	Qu. Elizabeth	Temp. Elizabeth.	- - - - -	"Free School," as described in copy of benefaction table. Endowment in 1719 for the "Free "Grammar School," and for an usher to teach English scholars gratis.
Nantwich - *Chesh.*	John and Thos. Thrush (reputed).	Temp. Elizabeth.	- - - - -	No known instrument of foundation.
Penryn - *Corn.*	? Qu. Elizabeth	Temp. Elizabeth.	- - - - -	By repute a Grammar School.

James I., 24 March 1603—27 March 1625.

Wrexham - *Denb.*	Valentine Broughton.	1603.	Founder's will -	Schoolmaster in Wrexham for the education of youth in good erudition and learning.
Dent - *York, W.R.* (Par. *Sedbergh.*)	James I. -	1604.	Letters Patent -	Free Grammar School for the education of youth, to consist of a master and usher.
Frodsham *Chesh.*	Unknown -	*bef.* 1604.	Vestry order concerning School.	No known instrument of foundation. Apparently by tradition and early usage a Grammar School.
Godshill - *I. of W.*	Lady Ann Worsley	*bef.* 1604.	Deed of subsequent benefactor.	Free Grammar School in Godshill.
Hayfield - *Derby* (Par. *Glossop.*)	John Hyde -	1604.	Founder's will -	Minister of the Gospel of Hayfield to keep a Grammar School within the chapel.
Henley-on-Thames. *Oxf.*	James I. -	1604.	Letters Patent -	Free Grammar School for the education of youth in grammar and other good learning. (Merged in "United Charity Schools" by Act of Parl., 1778.)
Shawell - *Leic.*	John Elkington (by will).	1604.	Probate of Founder's will.	A Free School and learned master, a preacher if conveniently to be had, to instruct children of inhabitants of Shawell and Newton especially, and such others as should resort to him, in good literature and religion, freely, and to be dismissed if he accept anything for teaching, so that this could not justly be called a Free School. The grammar scholars to talk Latin in school and street.
Sheffield - - - *York, W.R.*	Thos. Smith (by will, 1603).	1604.	Charter of James I.	A Grammar School for boys inhabiting in Sheffield and the neighbourhood, with a master and an usher.
Sleaford - *Linc.*	Robt. Carre -	1604.	Founder's deed -	Free and Common School for the education of the youth and children born, or inhabiting with their parents, in New Sleaford, Old Sleaford, and eight other places specified.
Bishop Auckland. *Durh.*	Ann Swyfte - (under Letters Patent 1604).	1605.	Foundress' deed -	Free Grammar School for instruction of youth in grammar and other good literature, (on petition for education of town and neighbourhood).
Burnsall - *York, W.R.*	Sir William Craven.	1605.	Founder's deed -	Free Grammar School.
Edmonton *Midd.*	Unknown -	*bef.* 1606.	Will of first known benefactor.	First benefaction is for freeing poor boys, by arrangement with the schoolmaster. A gift in 1679 is for instruction in "the "grammar of the Latin tongue."

James I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Thornbury *Glouc.*	John Jones -	A.D. *bef.* 1606.	Conveyance of school premises by survivor of original grantees.	Not defined in first deed. Second benefaction, in 1642, is for a master, unmarried, having taken some degree in one of the universities, to teach school in Thornbury.
Abbot's Bromley. *Staff.*	Rich. Clark	1606.	Purchase deed of school lands.	Free School for children of inhabitants of Abbot's Bromley and within seven miles, to be instructed in grammar and other literature.
Bewdley - *Worc.*	James I. -	1606.	Letters Patent -	Free Grammar School for better education of boys and youths in the borough of Bewdley and the liberties and precincts thereof, with master and usher.
Kirkby in Malham Dale *York, W.R.*	Benjamin Lambert and John Topham.	1606.	Deed of J. Topham fulfilling will of B. Lambert.	Free Grammar School for free instruction of all scholars, poor as well as rich, who should repair thither.
North Walsham *Norf.*	Sir Wm. Paston.	1606.	Founder's deed -	Free Grammar School for training up of youth in the principles of religion and the Latin tongue, with master and usher and 40 free scholars resident in certain hundreds.
Northleach *Glouc.*	Hugh Westwood (by will, 1559).	1606.	Act of Parliament incorporating masters of school.	Free Grammar School in Northleach. Visitors—the Provost and scholars of Queen's College, Oxford.
Oldham - *Lanc.*	James Ashton	1606.	Founder's deed -	A Free Schoolhouse for teaching children the English, Greek, and Latin tongues, and good manners.
Eardisland - *Here.*	Wm. Whittington.	1607.	Founder's will -	A Grammar School in Eardisland.
Ilkley - *York, W.R.*	—— Marshall.	1607.	Founder's gift -	A Grammar School to be conducted by the Vicar of the parish. By trust deed, 1701, settling lands purchased with subsequent benefactions, all boys of the parish to be taught gratis.
Otley - *York, W.R.*	Thos. Cave and others.	1607.	Letters Patent of James I.	Free Grammar School with master and usher, for children and youth of the parish of Otley.
Almondbury *York, W.R.*	James I. -	1608.	Letters Patent -	Free Grammar School, consisting of master and usher, for children and youth of the parish.
Hawarden - *Flint.*	Geo. Ledsham (by will, 1606).	1608.	Commencement of school.	A Free Grammar School.
Tewkesbury - *Glouc.*	Unknown -	*bef.* 1608.	Gift of first known benefactor.	First described as "the Free School." Endowed by Wm. Ferrers, 1625, for teaching of poor men's children, and four such from Ashchurch parish, freely. Described as the Free Grammar School by charter of Will. III., 1698.
Beaumaris *Anglesey*	David Hughes	1609.	Founder's will -	Free Grammar School, with master and usher, and, if funds permit, help for one or two of the poorest scholars towards their travel, or setting forward to university, or to trade.
Bridekirk - *Cumb.* Dovenby School.	Sir Thos. and Francis Lamplugh.	1609.	Reputed date of building.	Called a Free Grammar School in deed of Sir Thos. Lamplugh, 1628.
Sancton - *York, E.R.*	Marmaduke Langdale.	1609.	Founder's will -	Free School, and a master, a university man, graduate, and preacher, to instruct in learning and virtuous exercises all that should come, without anything to be required of them.
Rugeley - *Staff.*	Unknown -	*bef.* 1610.	Trust deed named by Com. of Char. Uses in 1662.	Trust of 1610 is for a Schoolmaster to teach at Rugeley.
Farnham - *Surr.*	Unknown -	*bef.* 1611.	Will of first known benefactor.	No known instrument of foundation. A benefaction in 1657 is for the schoolmaster of Farnham teaching the Latin grammar.

James I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Spilsby - *Linc.*	Family of Lord Willoughby and Eresby.	A.D. *bef.* 1611.	Endowment by Lord Willoughby and Eresby.	Described in the instrument of endowment by Lord Willoughby and Eresby, in 1611, as a Free Grammar School founded by some of his progenitors. Re-established in 1716, as a "Charity School" for poor children.
Chorley - *Lanc.*	Inhabitants -	1611.	Agreement of inhabitants.	Erection of a school house (no description of School specified).
Feckenham *Worc.*	Rich. Hanbury	1611.	First conveyance of schoolhouse, &c.	Free School for children of inhabitants. Chief endowment in 1695 for clothing and instruction in English, Latin, Greek, writing, accounts, &c. of 12 poor boys, inhabitants of Feckenham and adjacent parishes, gratis.
London - - Charterhouse School.	Thomas Sutton.	1611.	Letters Patent -	A hospital, and a Free Grammar School for the instructing, teaching, maintenance, and education of poor children or scholars.
Tetbury - *Glouc.*	Sir W. Romney, Kt.	*circ.* 1611.	Will and death of Founder (approximately).	A Master and usher to teach the children of inhabitants of the town (as settled in 1633).
Preston - *Lanc.*	Unknown -	*bef.* 1612.	Earliest mention in municipal records.	No known instrument of foundation. Described by first known benefactor (1663) as a Free Grammar School.
Ware - *Herts.*	Unknown -	*bef.* 1612.	First known conveyance of school house.	Called "Free School" in deed 1612. By long usage a Free Grammar School. A contingent claim to scholarships at Cambridge.
Audley - *Staff.*	Edward Vernon and Wm. Johnson.	1612.	Deed of E. Vernon, and executors of W. Johnson.	Free Grammar School for children and scholars of the parish only.
Batley *York, W.R.*	Rev. W. Lee	1612.	Founder's deed -	A School free for inhabitants of Batley for instruction of youth and children in reading English, writing, Latin, and French; such as were capable to be made fit for university.
†**Bromfield** - *Cumb.*	Rich. Osmotherlawe.	1612.	Founder's will -	Schoolmaster to teach 15 poor children of Langrigge and Bromfield.
Colwall - *Here.*	Humphry Walwyn.	1612.	Founder's will -	A Free School under the Grocers' Company for instructing youth in learning; poor parishioners and 7 poorest of Little Malvern to be taught free; parishioners able to pay not to pay more than 10s. per annum.
Llanrwst - *Denb.*	Sir John Wynne.	1612.	Founder's statutes -	A Free School (part of foundation of Jesus Hospital) with master and usher.
Ormskirk - *Lanc.*	Hy. Ascroft and others.	*circ.* 1612.	Orders in Court of Chancery for County Palatine of Lanc.	A Free Grammar School at Ormskirk.
Stow-on-the-Wold. *Glouc.*	Rd. Shepham (by will, 1604).	1612.	Charter of James I.	Free Grammar School for instruction of boys and children in Latin and other more polite literature and science. The founder's endowment was for teaching poor children of Stow and Icecombe freely.
Wolsingham *Durh.*	Bishop of Durham.	1612.	Admittance of trustees on Court Roll.	Building a Common and Free School and support of a Free Grammar School for boys to be taught rudiments of Christian religion and grammar.
Haverfordwest - *Pemb.*	Thos. Lloyd	1613.	Founder's deed -	Free Grammar School for instruction of such scholars as mayor and feoffees should place there; those taught on account of Founder's endowment to be of the poorer sort.
Islington - *Midd.*	Lady Alice Owen.	1613.	Foundress' orders and will.	A Free School under the Brewers Company, and a master able to teach grammar, writing and cyphering, for 24 poor children of Islington, and six of Clerkenwell.
Old Hutton - *West.* (Par. *Kendal.*)	Edw. Milner	1613.	Founder's will -	A learned man to be a Free School-master, to teach good literature in the lordship of Old Hutton.

James I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Newport - *I. of W.*	Sir Thos. Fleming and subscribers.	A.D. *circ.* 1614.	Deed of Sir T. Fleming	Called in earliest deed, "the New School." Endowment in 1623 for "the Free Grammar School." Free education for poor boys of the town by Orders, 1686.
Steyning - *Suss.*	Wm. Holland	1614.	Founder's deed -	A Free Grammar School for advancement of learning, and instruction of youth in town of Steyning.
Doncaster - *York, W.R.*	Unknown -	*bef.* 1615.	Conveyance of land purchased with first known benefactions.	Free School for the town and soke of Doncaster (in deed of 1615).
Camberwell *Surr.*	Rev. Edward Wilson, Vicar.	1615.	Letters Patent of James I.	Free School for instruction of children and youths in grammar. By Founders' statutes, Latin and Greek to be taught; 12 poor scholars of Camberwell to be free, and others to be preferably inhabitants.
Cambridge - -	Stephen Perse, M.D., Fellow of Caius Coll.	1615.	Founder's will -	A Grammar Free School, with graduate master and usher, for 100 scholars, natives of Cambridge, Barnwell, Chesterton, and Trumpington, and no more nor any other; these to be instructed freely, with a preference to Founder's scholarships at Gonville and Caius College.
Monmouth - *Mon.*	Wm. Jones (by will, 1614)	1615.	Letters Patent of James I.	Free Grammar School under the Haberdashers Company, with master and under master, for the education of boys and youths; number limited to 100, with preference first to natives of town, secondly, of county.
Bottwnog - *Caern.*	H. Rowlands, Bp. of Bangor.	1616.	Founder's will -	Free Grammar School, the master M.A. of Oxford, and an Englishman for the language.
Knaresborough - *York, W.R.*	Robt. Chaloner, D.D.	1616.	Letters Patent of James I.	A Free Grammar School for education of all boys, as well poor as rich; of parishes of Knaresborough and Gouldesborough; foreigners also admissible.
Market Harborough - *Leic.*	Robt. Smith	1617.	Gift of Founder -	Learned Schoolmaster able to teach Greek, Latin, and Hebrew, to teach freely 15 poor scholars, children of persons regularly attending Divine service, sacraments, and sermons, at Market Harborough.
Stratford-le-Bow *Midd.*	Sir John Jolles	1617.	Founder's will -	A schoolmaster and usher to teach 35 boys, sons of inhabitants of Stratford, Bow, and Bromley St. Leonard, to learn grammar and Latin, and to write and cypher, freely without payment.
Great Crosby - *Lanc.* (Par. *Sephton.*)	John Harrison.	1618.	Founder's will -	Grammar School at Great Crosby under the Merchant Taylors Company for educating children and youth.
Snaith *York, W.R.*	Nicholas Waller.	1618.	Founder's deed -	Free Grammar School with master and usher (as described on benefaction table, 1741, and in an old terrier quoted in the Ch. Com. Rep.)
Little Thurlow - *Suff.*	Sir Stephen Soame.	1618.	Founder's will -	Free School for six villages named and all other towns in Suffolk without payment; children to be taught English and Latin, writing and cyphering, till sent to university, or apprenticed.
Winwick - *Lanc.*	Walter Legh	*bef.* 1619.	Deed of Sir Peter Legh, second benefactor.	Free Grammar School in or for the town and parish of Winwick.
Arncliffe *York, W.R.* Halton Gill Sch.	Henry Fawcett.	1619.	Founder's gift - -	Minister of Halton Gill to teach poor men's children. Further endowment by will, 1630, prescribes grammar and other learning.

James I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Dulwich - *Surr.*	Edward Alleyne.	A.D. 1619.	Founder's deed and Letters Patent.	A College for the maintenance of a master, warden, four fellows, six poor brethren, six poor sisters, and 12 poor scholars: the last between 6 and 18 years of age, three from each of the parishes of St. Botolph and St. Saviour's in Southwark, St. Giles-without-Cripplegate, [now St. Luke's], in Middlesex, and Camberwell, to be instructed by master, usher, and two music masters in writing, reading, grammar and music. [illegible] the age of 18 be prefe[illegible] in- tained at the Univer[illegible] to, trade; 63 other scho[illegible] tants or foreigners, the [illegible] small charges, admissible to tion only.
Hastings - *Suss.*	Wm. Parker	1619.	Founder's will -	Schoolmaster to instruct youth of inhabitants in learning, manners, and other virtuous education.
Heversham - *West.*	Ed. Wilson -	1619.	Founder's deed -	A Free Grammar School at Heversham, and exhibitions to Oxford and Cambridge.
Mottram-in-Longdendale - *Chesh.*	Robt. Garsett (by will, 1612), and R. Wilbraham.	1619.	Decree in Chancery -	A Free School for instruction of children in reading, writing, and in Greek, Latin, and English.
Sherburn - - *York, W.R.*	Robert Hungate.	1619.	Founder's will -	A Hospital, with school-house and rooms, for support of 24 legitimate orphans from 7 to 15 years old, with preference first to those of Saxton and Sherburn, secondly of Sand Hutton, thirdly of York or elsewhere, to be instructed in the art of grammar and grounds of Christian religion by a master, being a preacher, and an usher. The school free to all orphans and boys born in Sherburn and Saxton. Four poor scholars from the Hospital to be sent to St. John's College, Cambridge, and others apprenticed.
Wigan - *Lanc.*	Jas. Leigh -	1619.	Founder's deed -	Free Grammar School for bringing up of poor scholars of the parish and town of Wigan.
Worfield - *Salop*	T. Beech and T. Bradburne.	1619.	Deed of T. Beech -	A School for instruction of children and youth of the parish in reading, writing, grammar, and Latin; for maintenance of poor, at discretion of trustees.
Wolverley *Worc.*	William Seabright.	1620.	Founder's will - -	Free Grammar School for free instruction only of children of the parish.
Maldon - *Essex*	Ralph Breeder (by will 1608).	1621.	Deed in performance of Founder's will.	A Grammar School in Maldon.
Usk - - *Mon.*	Roger Edwards.	1621.	Founder's deed -	Free School, and learned master, for the education of children; also aid to a poor scholar going to Oxford.
Heighington *Linc.* (Par. *Washingborough.*)	Thos. Garrett	1621.	Decree of Com. Char. Uses.	A schoolmaster and usher to keep School in Heighington Chapel, and teach all scholars born or inhabiting in Washingborough, Heighington, or Branston, in grammar, Latin, and other learning, without charge. Others resorting to the School to be charged as appointed by visitors and trustees.
Winchcombe - *Glouc.*	Lady F. Chandos.	1621.	Conveyance to trustees.	Free Grammar School for 14 children of Winchcombe.
†**Dalton** - - *Lanc.*	Thos. Boulton.	1622.	Founder's will -	A Free School; children born or dwelling in town of Dalton to pay nothing.

James I. to Charles I.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Henbury - *Glouc.*	Anthony Edmonds.	A.D. 1623	Founder's deed	A Free Grammar School for all children born in Henbury and four other parishes, or of parents resident therein, with master and usher; also, secondarily, a hospital for boarding, lodging, and clothing of some poor boys of same parishes.
Amersham *Bucks.*	Robt. Chalon[er], D.D. (by will, 1620.)	1624.	Decree of Com. Char. Uses.	Free Grammar School for education of children and youth within the age of 18 years, as well poor as rich, of Amersham, or any other place whatsoever, freely.
[illegible] *Lanc.* [illegible] *Yorkshire.*)	Giles Brownrigge.	1624.	Founder's deed	A master able to teach grammar, writing, cyphering, and accounts at the Free School, and for education of children in learning fit to be apprentices.
Kirton in Holland *Linc.*	Sir Thos. Middlecott.	1624.	Act of Parl. on petition of Founder.	Free Grammar School, with graduate master, incorporated, to teach children in the grammar; the school to be free to the towns of Frampton and Wyverton, with graduated admission fees. Each scholar to be fitted for University.
Bolton-le-Sands. *Lanc.*	Thos. Assheton, (by will, 1619).	1625.	Decree of Court of Chancery for County Palatine.	By founder's bequest "a Free School." Referred to by Com. Ch. Uses, 1625, as a Free Grammar School.
Shaftesbury - - *Dorset*	Earl of Pembroke.	1625.	Founder's deed (reputed date of).	Apparently founded as a Grammar School.
Marple - *Chesh.* (Par. *Stockport.*)	Unknown	Temp. Jas. I.	Original deed of endowment.	A schoolmaster to instruct children in a Grammar School in the township of Marple.

CHARLES I., 27 March 1625—30 Jan. 1649.

Standish - *Lanc.*	Mary Langton (by will, 1603).	1625.	Deed in pursuance of foundress' will.	Free Grammar School. Endowment for an usher in 1633.
Kirk Sandall *York, W.R.*	Rob. Wood -	1626.	Founder's will -	A Grammar School free for the children of the parish.
Monk's Kirby - *War.*	Thos. Wale (by will, 1625).	1626.	Conveyance in pursuance of founder's will.	A Grammar School with master and usher, in which should be freely taught the children of inhabitants of Monk's Kirby, Stretton, and Brinkloe, and none other.
Bampton - *West.*	Collection by Dr. Thos. Sutton.	1627.	Deed of covenant -	Free Grammar School for all such as should come to be taught from what place soever they should come. Master to be a priest, and teach according to Church of England, and in other literature usually taught in Grammar Schools.
Donnington *Salop* (Par. *Wroxeter.*)	Thos. Alcock	1627	Death of Founder -	Free Grammar School for instruction of youth of the parishes of Wroxeter and Uffington.
Newland - *Glouc.*	Edward Bell	1627.	Deed in pursuance of founder's intent.	School in Newland with one learned master teaching grammar.
Shepton Mallet *Som.*	G. and W. Strode.	1627.	Founders' deed -	Almshouse and School under a Master of Arts, to teach 12 poor scholars of town or parish for 12*l.* a year.
Brewood - *Staff.*	Dr. Knightley (reputed.)	*bef.* 1628.	Bill exhibited in Chancery.	The bill states that there had been from time immemorial a Grammar School in Brewood for instruction of youth, as well foreigners as parishioners, free.
Chipping Sodbury. *Glouc.*	Charles I. -	1628.	Decree of Charles I.	A Schoolmaster to teach the townsmen's children their grammar freely.

Charles I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
Evershot - *Dorset*	Christopher Strickland.	A.D. 1628.	Founder's deed -	Free School for the instruction of boys, natives of the parishes of Evershot and Froome St. Quintin, in reading, writing, and grammar, and in true religion.
Hatfield *York, W.R.*	Thos. Wormeley.	1628.	Founder's deed -	A Free Grammar School and able scholar for free instruction of children of all inhabitants within the town and parish of Hatfield.
Chigwell - *Essex*	Samuel Harsnett, Archbp. of York.	1629.	Founder's deed -	Two Schools for children and youth of Chigwell and other parishes named; the one for reading, &c. and the accidence; the other for Latin and Greek, with two masters. (the Latin master not in Orders), for instruction gratis of 12 scholars born in Chigwell, two in Loughton, two in Woodford, and two in Lamborne, in the Latin School, and of all children of Chigwell, and two from each of the other parishes, in the English School.
Exeter - *Devon*	Thos. Walker (by will, 1628) and others.	1629.	Deed between Corporation and others.	Free Grammar School for instruction of children of freemen and inhabitants of the city, without any charge.
Kington - *Here.*	Margaret Hawkins (by will, 1619).	1629.	Deed of executor, pursuant to will.	A learned divine to keep a Free School in Kington, and a learned usher, for instruction of youths and children in literature and good education. The freedom is limited to certain parishes by statutes of unknown date and authority.
Caistor - *Linc.*	Rev. F. Rawlinson.	1630.	Founder's will -	Free Grammar School for the town of Caistor and whatever town besides should send children there.
Ruabon - *Denb.*	Parish -	*bef.* 1632.	Erection of School -	First endowment, by will 1703, is for a Grammar School and orthodox master to teach all the children of Ruabon parish gratis, except entrance fee.
Berwick-on-Tweed.	Subscription	1632.	(As stated in Ch. Com. Rep.)	No known instrument of foundation. Gift in 1648 for a Grammar School.
Houghton Conquest - *Beds.*	Sir F. Clerke, Kt.	1632.	Founder's deed -	A Free School, the master M.A. and Founder's scholar at Sidney College, Cambridge, for children of Houghton Conquest and other inhabitants of the county.
Needham Market *Suff.*	Frns. Theobald.	1632.	Founder's will -	School to be taught by a master of competent learning in the tongues and grammar, a graduate of the University of Cambridge. Youths of Barking, Needham Market, and Darmsden free, unless parents be able to pay.
Risley - - *Derby.* (Par. *Wilne.*)	Cath. Willoughby.	1632.	Deed in pursuance of Foundress' gift.	A minister and schoolmaster to say Divine Service in Risley chapel, and teach children freely. Grammar and the classics by benefaction in 1718.
Thornton - *York* Earby School *W.R.*	Robert Windle (by will, date unknown).	*bef.* 1633.	Conveyance to trustees.	A master to teach Latin and instruct the youth of the parish of Thornton.
Buntingford *Herts.* (Par. *Layston.*)	Elizabeth Freeman.	1633.	Foundress' will -	School and schoolmaster in Buntingford. Endowed with scholarships at Cambridge by Bishop Ward.
Ware - - *Herts.* Wareside School.	Humphrey Spencer.	1633.	Founder's will -	A Schoolmaster to teach four of the poorest children of Upland free.
Kilham *York, E.R.*	Lord D'Arcey	1633.	Founder's deed -	Schoolmaster and usher to teach children and youths of Kilham in grammar and other learning freely.
Kidderminster - *Worc.* Grammar School.	Unknown -	*bef.* 1634.	Inquisition under Com. Char. Uses.	Schoolmasters and a Free School for the education of children and youth in Kidderminster in good literature and learning (as found by inquisition).

Charles I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
†**Addingham** *Cumb.* Maughamby School.	? Rev. — Magplote.	A.D. 1634.	Foundation as stated in Burn and Nicholson's Hist. of Cumberland.	No known instrument of foundation or endowment.
Hampton Lucy - *War.*	Rev. Richard Hill.	1635.	Founder's deed -	Grammar School for instruction of children and youths in grammar and good learning, and in Hebrew, Greek, Latin, and English, with a special reference to inhabitants of certain towns and places.
Stanstead Abbots *Herts.*	SirEdw.Baesh	1635.	Founder's deed -	A Free Grammar School for teaching sons of inhabitants of the parish freely.
Bakewell - *Derby.*	Lady Manners	1636.	Foundress' deed -	A Free School for instruction in learning and the Christian religion of all male children of inhabitants of Bakewell and Great Rowsley freely.
Bridlington - *York, E.R.*	Wm. Hustler	1636.	Founder's deed (to take effect at his death).	Schoolmaster and usher to teach children in the art of grammar and otherwise in Bridlington.
Bourn - *Linc.*	Wm. Trollope	1636.	Founder's will -	A Free Grammar School in Bourne.
Gislingham - *Suff.*	John Darby -	1636.	Founder's will - -	Free School for free teaching of Founder's kindred and all inhabitants. "A Grammar School" in bequest of Founder's widow, 1646.
West Kirby *Chesh.*	Wm. Glegg -	1636.	Founder's deed -	Grammar School in the township of Caldey Grange.
Wragby - *Linc.*	Wm. Hansard (by will, 1627).	1636.	Deed settling disputes about Founder's will.	Instruction of youth in good literature in a School in or near Wragby by a master and usher, who were not to require of the scholars or their friends anything which is not equal for schoolmasters to receive who teach in Free Grammar Schools.
Haworth - - *York, W.R.* (Par. *Bradford*).	Christopher Scott.	1637.	Founder's will - -	A Schoolmaster, able to teach Greek and Latin, so as to fit his scholars for Oxford or Cambridge.
Ashford - *Kent*	Sir Norton Knatchbull.	1638.	Deed in fulfilment of founder's intentions.	A Free Grammar School for instruction of children of inhabitants in Latin and Greek, free.
Bampton *Oxf.*	Rob. Vesey -	1638.	Decree of Com. Char. Uses.	Free School in Bampton.
Lowther - *West*	Richard Lowther.	1638.	Entry in parish register.	Schoolmaster to teach freely the young children of the parish. (United in 1831 with the foundation of Viscount Lonsdale, 1697.)
Rye - - *Suss.*	Thos. Pecock	1638.	Founder's will - -	A Free Grammar School in Rye for education of youth in good literature.
Tarvin - *Chesh.* Hargrave School.	Sir Thos. Moulson, Kt.	1638.	Founder's deed -	A Grammar School in Hargrave (called also a Free School) for the education of youth in learning and virtue, the master to be allowed by the Bishop of the diocese; also a chapel, with preacher and clerk.
Cawthorne - - *York, W.R.*	By grant from Duchy of Lancaster.	1639.	Decree of Duchy of Lancaster.	A Free Grammar School.
Grimston - *Norf.*	Charity founded by John Taiman (by deed, 1394).	1639.	Deed settling part of charity on School.	A schoolmaster to teach freely the children of the town in rudiments of grammar, writing, and cyphering.
Hitchin - *Herts.*	John Mattocke.	1639.	Founder's deed -	Learned schoolmaster to instruct children of inhabitants of Hitchin in good literature and virtuous education.
Mellor - *Derby.* (Par. *Glossop*.)	Thos. Walklate and others.	1639.	Deed in pursuance of Founder's will.	A Free Grammar School at Mellor chapel for children of that chapelry.

Charles I. to the Commonwealth.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Troutbeck - *West.* (Par. *Windermere.*)	Subscription	A.D. 1639.	Articles of agreement	A School for instruction of children of Troutbeck and part of Applethwaite in learning and good discipline, Latin and Greek prescribed in 1762.
Scarborough - *York, N.R.*	Unknown -	*bef.* 1640.	Will of first known benefactor.	First known benefaction is for four poor scholars (benefactor's kin preferred) to be kept in "the Grammar "School."
Honiton - *Devon.*	Rev. John Flcy.	1640.	Deed in pursuance of Founder's will.	Grammar School in Honiton, the master to teach four boys of Honiton and Buckerell, of parents not able to educate them so at their own cost.
Wymondham - *Leic.*	Sir John Sedley.	1640.	Deed in pursuance of Founder's will.	A Schoolmaster to teach the children of Wymondham.
Alton - *Hants.*	John Eggar	1640 or 1641.	Act of Parl. on Founder's petition.	Free Grammar School for instruction of children; admission fee of 6*d.* to be paid by each Alton scholar for his examination, and 12*d.* by each stranger.
Fishlake *York, W.R.*	Rev. Richd. Rands.	*circ.* 1641.	- - - -	A graduate of Oxford or Cambridge to teach all children of the parish without any payment.
Feltwell - *Norf.*	Sir Edward Mundeford.	1642.	Founder's deed -	A Free School for teaching children of inhabitants in grammar and other learning freely.
Heptonstall - *York, W.R.* (Par. *Halifax.*)	Rev. C. Greenwood.	1642.	Founder's deed and will.	A Free Grammar School for children of inhabitants of town and parish of Heptonstall.
Thornhill - - *York, W.R.*	Rev. Ch. Greenwood.	1642.	Founder's will -	A Free Grammar School for the better bringing up of youth in Thornhill.
Madeley - *Staff.*	Sir John Offley, Kt.	1645.	Founder's will -	Two Schools divided by partition wall, the one for a master and usher to teach all boys of Madeley and two other places Latin, English, writing, and accounts, the other for a mistress to teach girls of same place.
Barnstaple - *Dev.*	Rich. Ferris	1646.	Founder's will -	An able schoolmaster to teach children in Barnstaple. By old repute a Grammar School, and so described in a benefaction of 1760.
Lavenham - *Suff.*	Unknown -	*bef.* 1647.	Will of first known benefactor.	Called "the Grammar School" in the first known benefaction by will of R. Peacock.
Steeple Aston - *Oxf.*	Samuel Radcliffe.	1648.	Foundation as stated in Return of Endowed Gram. Sch., 1865.	"Instruction of boys born in the parish "in grammar and other books." (End. Gr. Ret.) The master to be elected by Brasenose College, Oxford.
Alnwick *Northumb.*	Unknown -	*bef.* 1649.	First known deed of endowment.	No known instrument of foundation. "A Free School in Alnwick" (deed of 1649); called "the Grammar School" (Ch. Com. Rep.)
Tavistock - *Dev.*	Unknown -	*bef.* 1649.	Gift of Sir J. Glanville.	The gift is for support of a poor boy as a grammar scholar in the Free School, and afterwards at Oxford or Cambridge. School described as the "Free Latin School" in Act 3 Geo. III. c. 27.

Commonwealth, 30 Jan. 1649—29 May 1660.

Abthorpe - *Npton.*	Jane Leeson	1649.	Probate of Foundress' will.	Schoolmaster to teach the poor children of Abthorpe gratis. Master of the "Free Grammar School" to be vicar of Abthorpe, by Act of Parliament, 1737.
Tarleton - *Lanc.*	Unknown -	*bef.* 1650.	Inscription on school mentioned in Ch. Com. Rep.	No known instrument of foundation. Stated in Ch. Com. Rep. to have been once a Grammar School.

Commonwealth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of ——.	Purpose of Original Foundation.
† **Hugill** - *West.* Ings School. (Par. *Kendal.*)	Rowland Wilson.	A.D. 1650.	Founder's will - -	A School in or near the chapel of Ings for children in the hamlet of Hugill.
Norton - *Durh.*	Unknown -	*circ.* 1650.	- - - - -	No known instrument of foundation. A grant in 1720 is for "the Grammar "School at Norton."
Rossington - - *York, W.R.*	Wm. Plaxton	1650.	Founder's deed -	Free School for teaching children of inhabitants, as well poor as rich, to read English, understand Latin, and write legibly.
Little Walsingham - *Norf.*	Rich. Bond (by will, 1639).	1650.	Deed in pursuance of Founder's will.	"The Common School of Little Walsingham" (to be called "Free" School), with a graduate master and an usher, both learned in Greek and Latin, for free instruction in those tongues and other subjects of not more than 30 children of the meaner sort resident in Little Walsingham.
Winton - *West.* (Par. *Kirkby Stephen*).	Rev. Wm. Morland.	*circ.* 1650.	Foundation as stated by Carlisle.	Purpose of original foundation unknown. By trust deed in 1772 master to be capable to teach a grammar school.
Wem - - *Salop*	Thos. Adams	1651.	Surrender by Founder	Free School, free for all men's children of parish of Wem (except those who, being of ability, had not contributed to School), with upper master to teach Latin and Greek; lower master, Latin and somewhat in Greek; third master, the accidence.
Beverley - *York, E.R.*	Unknown -	*bef.* 1652.	Will of first known benefactor.	No known instrument of foundation. By tradition a Free School for instruction of sons of burgesses in grammar learning. Exhibition to University by bequest in 1652.
Dorchester - *Oxf.*	John Fettiplace.	1652.	Founder's statutes -	No known instrument of foundation. The Statutes provide that the master be graduate of Oxford, and teach the scholars in religion and good learning, and catechise them in Latin and Greek authors. Natives of the town and of the hamlet of Overy to pay entrance fee only; foreigners to pay quarterly.
Elston - *Notts.*	Rev. L. Pendleton.	1652.	Conveyance to trustees. (Decree in Chancery in 1614.)	Grammar School in the town of Elston.
Halesowen *Worc.*	By appropriation of unattached charities.	1652.	Decree of Com. of Char. Uses.	A Free School for teaching children of inhabitants of town and parish to read English grammar and literature.
Llan Egryn *Mer.*	Hugh Owen (by will, 1560).	1652.	Decree of Com. Char. Uses.	Free School in Llan Egryn, with master a graduate, learned in Latin and Greek, and skilled in grammar and rhetoric, free only to the commote of Tal-y-bont. Endowment in 1668 for a writing master.
Audlem - *Chesh.*	Thos. Gammull (by will, 1642), and Ralph Bolton (by deed, 1648).	1653.	Purchase deed of site for School.	Free School, and master, a University man, to teach freely the youth of the parish of Audlem in English and Latin.
Beachampton - *Bucks*	Wm. Elmer (by will, 1648.)	1653.	Probate of Founder's will.	A good scholar to teach all youth and children resorting to him at the School in English, Latin, writing, and accounts.
Cardigan - -	*See margin*	1653.	Presentment by Com. for Propagation of Gospel in Wales.	Founded and endowed under the powers of an Act of the Commonwealth, passed in 1649, with master and usher and provision for free admissions. Supported, after the Restoration, by the Corporation, till endowed as a Free School in 1731.

Commonwealth—cont.

Situation of School.	Founder.	Date of Establishment.	Date given is that of ——	Purpose of Original Foundation.
Framlingham *Suff.*	Sir Robert Hitcham (by Will, 1636).	A.D. 1653.	Ordinance of Cromwell.	The Founder, besides other charitable objects, directed the establishment of a school at Framlingham for instruction of 30 or 40 poor children of Framlingham, Debenham, and Coggeshall in reading, writing, and accounts. The Ordinance provided, among other things, for a separate school at each of those places for 20 or 30 or more of the children of poorest inhabitants, to be taught reading, writing, accounts, or grammar learning, and also for apprenticing and maintaining scholars at Cambridge. The whole trust under Pembroke College, Cambridge.
Debenham *Suff.*	Sir Robert Hitcham.	1653.	Ordinance of Cromwell.	*See* Framlingham, *supra*.
Coggeshall *Essex.*	Sir Robert Hitcham.	1653.	Ordinance of Cromwell.	*See* Framlingham, *supra*.
Gnosall - *Staff.*	Edw. Cartwright.	1653.	Founder's deed -	Grammar School for free education of 14 poor children, natives and inhabitants of Gnosall.
Hungerford *Berks.*	Thos. Sheaff, D.D.	1653.	Founder's gift - -	A Free Grammar School.
Aynhoe - *Nptn.*	Mary Cartwright.	1654.	Foundress' will -	No known instrument of foundation. From MS. book of rules (not dated) 25 free scholars, and not more than 25 others unless an usher were provided, to be taught reading, writing, and arithmetic, and afterwards Greek and Latin.
Bretherton *Lanc.* (Par. *Croston.*)	Jane & James Fletcher; and inhabitants.	1654.	Deed of James Fletcher.	Free School for youth and children of inhabitants of Bretherton; certain families and all Popish recusants excluded. Out-town persons to pay for instruction.
Llantillio Crossenny - *Mon.*	Jas. Powell -	1654.	Founder's deed -	Free Grammar School in the parish of Llantillio Crossenny.
Norton - *Derby.*	Leonard Gill	1654.	Deed of Rd. Gill, in pursuance of Founder's will.	A School and master for free teaching of children born in the parish, and in particular of five poor children born and inhabiting in the parish, in English and writing, and also in the grammar and other rudiments and accidences.
Wallasey - *Chesh.*	Wm. Meoles	1654.	Payment under Founder's will, entered in parish register.	No known instrument of foundation. Described as "the Grammar School in Wallasie" in the entry in the parish register of even date with the foundation.
Leigh - - *Lanc.*	Unknown -	*bef.* 1655.	Will of first known benefactor.	First called The Free School. In a bequest in 1679 and subsequent deeds spoken of as the Grammar School.
Shipton *Fork, N.R.* (Par. *Overton.*)	Ann Middleton.	1655.	Founder's will - -	A Free Grammar School in Shipton.
Bolton-le-Moors *Lanc.*	Rob. Lever (by will, 1641);	1656.	Union of Lever's foundation with an older School of unknown origin.	A Free Grammar School, with a high schoolmaster and an usher.
Lewisham - *Kent.*	Rev. A. Colfe	1656.	Founder's will - -	Two Schools in Lewisham, one for 31 poor children of Lewisham to be taught reading, writing, &c., and to begin grammar, freely; the other a Grammar School under a master able to fit scholars for Oxford or Cambridge for free teaching of 31 youths from certain parishes.

Commonwealth—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Newport - *Salop*	Wm. Adams	A.D. 1656.	Founder's deed -	Free Grammar School under the Haberdashers Company for education and instruction of children and youth, with master and usher; free for teaching Latin, Greek, and Hebrew to 80 scholars, to be chosen under successive priorities in favour of town, neighbourhood, and county, and with general preference to the poorer sort.
Priors Salford - *Wor.*	Wm. Perkins	1656.	Founder's deed -	Free Grammar School, with graduate master, not being vicar or minister of Salford, for the instruction of the Greek, Latin, and English tongues, and catechising the children of parishioners, and eight poor children of places named, freely and without reward.
Ramsey - *Hunts.*	By agreement on inclosure of fen.	1656.	Decree in Chancery confirming agreement.	Free School for education of youth of the town in the best ways of religion and learning.
Westminster - St. Margaret's.	Rev. Jas. Palmer.	1656.	Founder's deed -	An almshouse, with a chapel and a school-house, for the education of 20 poor boys of St. Margaret's parish in learning.
Burton, in Kendal - *West.*	Unknown -	*bef.* 1657.	Bequest of J. Hutton	Hutton's benefaction is for the Free School of Burton, provided the master be M.A. of Oxford or Cambridge and officiate in Preston chapel.
Barton - - *West.*	Dr. Gerard Langbaine and others.	1657.	Gift of Dr. Langbaine	Free Grammar School at Barton.
Thornton - *York, N.R.*	Viscountess Lumley.	1657.	Foundress' deed -	A schoolmaster to teach children of inhabitants of Sinnington and Thornton gratis. Allowances for ten poor scholars from the school at Cambridge or Oxford, or, in default of such, for others nominated by the respective convocations of the Universities.
Kirkham - *Lanc.*	Isabell Wildinge.	*bef.* 1658.	Deed settling early benefactions.	Free School and master able to keep a Grammar School, to instruct all young children in the A, B, C, primer, and accidence, and other scholars in grammar and Latin: inhabitants of the parish free.
Catterick - *York, N.R.*	Rev. M. Syddall.	1658.	Founder's will - -	A Free School for instruction of all children of inhabitants of the parish in Latin and Greek, free.
Plympton - *Dev.*	Eliz. Hele -	1658.	Deed establishing Founder's charities.	A Free School for all poor children of Plympton, Brixton, or elsewhere.
Totnes - - *Dev.*	Eliz. Hele -	1658.	Deed establishing Founder's charities.	For a schoolmaster at Totnes. (No more definite trusts.)
Arkingarthdale - *York, N.R.*	John Bathurst, M.D.	1659.	Founder's will -	A schoolmaster in the parish of Arkell to teach freely all children of the tenants of the manor of Arkingarthdale writing, reading, and accounts, as well as rudiments of Latin grammar.
Newforest - *York, N.R.* (Par. *Kirkby Ravensworth.*)				A schoolmaster to teach freely all children of the tenants of the manor of Newforest in the same subjects as those prescribed by the Founder for his school at Arkingarthdale.
Bispham with Norbreck *Lanc.*	Higginson, and John and Eliz. Amherst.	1659.	Will of R. Higginson	An able and learned schoolmaster to teach at Bispham.

CHARLES II., 29 May 1660—6 Feb. 1685.

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
Barnsley *York, W.R.* (Par. *Silkstone.*)	Thos. Keresforth.	A.D. 1660.	Founder's deed	A Grammar School master for children of inhabitants of Barnsley, Dodworth, and Keresforth Hill; poorer natives of those townships to be fitted for University free.
Weaverham *Chesh.*	Unknown	*bef.* 1661	First known deed of endowment.	The trusts of the first known endowment are for the Grammar School in Weaverham, that children living in the lordship of Weaverham might be taught without payment, except an entrance fee and cock penee.
Great Bardfield *Essex*	Wm. Bendlowe (by will, 1584).	1661.	Decree of Com. Char. Uses.	An unmarried priest to teach grammar in the Guildhall; 26 children of certain parishes named, besides founder's kinsfolk, to be taught without payment.
Pockerby *York, W.R.* (Par. *Adlingfleet.*)	Rob. Skerne	*circ.* 1661.	Founder's will	Called in will of subsequent benefactress (1743) The Grammar School founded by her uncle Skerne, who is stated to have also founded eight exhibitions to Catherine Hall, Cambridge.
Little Harrowden *Nyton.*	Wm. Aylworth.	1661.	Founder's deed	Free Grammar School for children of residents in Little Harrowden and Orlingbury.
Hipperholme *York, W.R.* (Par. *Halifax.*)	M. Broadley	1661.	Deed in pursuance of Founder's will.	A Free School and learned master, Bachelor of Arts at least of one of the Universities, to instruct in grammar, and other learning, scholars and children of township and constabulary of Hipperholme-cum-Brighouse only, gratis.
Acton *Chesh.*	Inhabitants.	1662.	Agreement of contributors.	A schoolmaster, a University man, a graduate or other, to have the use of the schoolhouse for himself and scholars, including foreigners and other children of non-contributors.
Bradford *York, W.R.*	Charles II.	1662.	Letters Patent	Free Grammar School for the teaching, &c. of children and youth, with master and usher.
Martock *Som.*	Wm. Strode	1662.	Founder's deed	A School for instruction of all boys of the parish and hundred of Martock, together with Founder's kin, for 10s. per annum, (other scholars admissible), in the learned languages, including Hebrew.
Woodbridge *Suff.*	R. Marryott, F. Burwell, Dorothy Seckford, and inhabitants.	1662.	Founders' deed	Free School for gratuitous instruction of 10 boys, sons of the meaner sort of inhabitants, when fitted to learn the accidence, and not before, in Latin and Greek, till fit for University, or trades, or to go to sea; open to all other sons of inhabitants, having learnt to read English, for 20s. per annum.
Dalston *Cumb.*	Unknown	*bef.* 1663.	First mention of a school stock.	No known instrument of foundation. By terms of benefaction in 1696, instruction of children of parishioners in writing, reading, and Latin grammar.
High Ercal *Salop.*	Thos. Lecke	1663.	Founder's deed	Free School for sons of inhabitants of the lordship and parish of High Ercal, with learned master, a graduate of Oxford or Cambridge.
Stamfordham *Northumb.*	Sir Thos. Widdrington, Kt.	1663.	Founder's deed	A schoolmaster to instruct the young children of the parish of Stamfordham.
Witney *Oxford.*	Henry Box.	1663.	Act of Parliament settling School.	Free Grammar School for the education of children and youth. By statutes of Founder's widow, 1674, free for Latin, Greek, and Hebrew to 30 scholars, with priority to poor natives of the town: foreigners admissible by agreement with the masters.

Charles II.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of	Purpose of Original Foundation.
Brandon - - *Suff.*	Rob. Wright (by will, 1646).	A.D. 1664.	Conveyance to trustees pursuant to Founder's will.	Instruction of youth of Brandon and three other places in grammar and other literature.
Calne - - *Wilts.*	John Bentley (by will, 1660).	1664.	Purchase of site -	The establishment of a Free English School (no place specified), which was fixed at Calne. By decree of Com. Char. Uses, 1683, Latin also to be taught, and School made beneficial to town and adjacent country.
Hertford - -	Richard Hale (by will, 1616).	1664.	Deed in pursuance of Founder's intention and Letters Patent.	Free Grammar School, with master and usher, for instruction of children and youth in Latin and other literature.
Watlington - *Oxf.*	Thos. Stoner	1664.	Founder's deed -	Free Grammar School for the education of youth, under a master, graduate of Oxford or Cambridge.
Workington* *Cumb.*	Sir Patricius Curwen and Thos. Curwen.	1664 and 1672.	Founders' wills -	A school-house and master in Workington.
Bowness - *West.* (Par. *Windermere.*)	Subscriptions	1665.	Deed of settlement -	For instruction of youth only of the townships of Applethwaite and Undermilbeck in grammar, writing, reading, and other learning.
Butterwick - *Linc.*	Anthony Pinchbeck.	1665.	Founder's will -	A Free School and graduate master, if possible named Pinchbeck, able to teach Latin and Greek, for instruction without payment of all children and youth of all families of the name of the Pinchbecks, of descendants of certain other families named, and children and youth of all inhabitants of Butterwick and the Hundred of the same in Freiston.
Crosthwaite and Lyth - *West.* (Par. *Heversham.*)	George Cocke	1665.	Founder's will -	For a schoolmaster at Crosthwaite.
Dolgellau - *Mer.*	John Ellis, Rector of D.	1665.	Founder's will -	Schoolmaster to teach without charge 12 poor boys, especially orphans of testator's kin, if any such, otherwise to be chosen generally without any difference. Endowed in 1727 as a Free Grammar School for advantage of inhabitants only.
Caddington *Herts.* Markyate St. School.	Thos. Coppin (by will, 1662).	1666.	Deed in pursuance of Founder's will.	School for instruction of youth of the town of Market Street in English and Latin.
Clipston - *Npton.*	Sir Geo. Buswell, Kt.	1667.	Founder's will -	Free Grammar School for free instruction of children of certain parishes in reading and writing, and in grammar and Latin.
Mirfield *York, W.R.*	Richard Thorpe.	1667.	Founder's deed -	The master of the school at Mirfield to teach 15 poor children of inhabitants of the parish till they should read English well, then to be removed. Re-constituted by scheme of Court of Chancery, 1867, as a school of secondary instruction.
Chudleigh - *Dev.*	John Pinsent	1668.	Founder's will -	Free School for parishioners' children without payment; apprentice fees, exhibitions at school, and support of three scholars at Cambridge.
Guilsborough - *Npton.*	Sir John Langham.	1668.	Founder's deeds -	Free School, with master and usher, for educating in classical learning, fifty scholars, with priority to inhabitants of Guilsborough and certain other places; in default, any within four miles of the town admissible to the freedom; general preference to the poorer sort.

* This school existed till the year 1803, when it was discovered that the Founders had no power to settle the endowments which they had devised to it, and it therefore ceased to exist.

Charles II.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of ——	Purpose of Original Foundation.
Lymington *Hants*	Geo. Fulford and others.	A.D. 1668.	Founders' deed	A Public School, with master and usher, for training up youth in learning and Protestant religion, and especially knowledge of Latin, Greek, writing, arithmetic, and good life.
Upholland - *Lanc.* (Par. *Wigan.*)	Peter Walthew.	1668.	Founder's deed	Free Grammar School, and sufficient able learned master and usher, for children of inhabitants of Upholland, and adjacent townships; all the poorer sort, and all inhabitants of certain townships, to pay no quarterage.
Drax - *York, W.R.*	Charles Read	1669.	Founder's will	A Free School for instruction of children of inhabitants of the parish, gratis, in reading, writing, accounts, and further in Latin, Greek, and Hebrew, or otherwise. Also an almshouse for old men and women, and lodgment of six poor boys, sons of parishioners, to be clothed, maintained, and instructed gratis till 16 years of age, and then put to trade or sent to University.
Eccleston - *Lanc.* (Par. *Prescot.*)	Jas. Kenwrick.	1669.	Decree of Court of Chancery for County Palatine.	Free Grammar School within the lordship of Eccleston.
Blakesley - *Nptn.*	Wm. Foxley.	1669.	Founder's will	Grammar School for instruction of boys of the parish from 7 to 15 years of age gratis, with master B.A. of Oxford or Cambridge.
Bulwell - *Notts.*	Geo. Strelley.	1669.	Founder's ordinances	Free School for children of parish from seven years old and upwards, not more than 30 in number: such as were capable to be instructed in Latin and upwards till fit for University.
Goudhurst - *Kent.*	John Horsemonden.	1670.	Founder's will	A pious and learned man, able to teach Latin and Greek and all other tongues, arts, and sciences required for the Universities, to teach the youth, and another person to teach all the children, of the parish.
Holbeach - *Linc.*	Geo. Farmer.	1670	Founder's	A Master or Bachelor of Arts to teach the children of Holbeach without any payment from them.
Osgathorpe *Leic.*	Thos. Harley.	1670.	Founder'	A schoolmaster to teach freely all the boys, not exceeding 50, who should come constantly to be taught. A contingent bequest, which failed, for exhibitions to Cambridge.
Chard - - *Som.*	Portreeve and burgesses of Chard.	1671.	Purchase of schoolhouse.	A Grammar School for the education of youth.
Courteenhall - *Nptn.*	Sir Samuel Jones.	1672.	Will and death of Founder.	Schoolmaster and usher for free instruction of children of Courteenhall and within four miles thereof, in English, Latin, Greek, writing, accounts, and other qualities usually taught in Free Schools.
Deptford - *Kent.* St. Nicholas.	Dr. R. Breton.	1672.	Founder's will	Public School for poor children to be taught grammar and writing.
Lambeth - *Surr.*	Thos. Rich.	1672.	Probate of Founder's will.	Education of poor men's children born in Lambeth in Latin, writing, cyphering, or reading: under the Mercers Company.
Midhurst - *Suss.*	Gilbert Hannam.	1672.	Founder's deed	A schoolmaster to teach 12 poor men's sons of Midhurst or liberty of St. John's in Latin, Greek, and arithmetic; preference for those who will stay till fit for University.
Thornton - *York,* (Par. *Bradford*) *W.R.*	Subscription	*circ.* 1672.	Earliest endowment	A schoolmaster to teach children of inhabitants of Thornton and Allerton in Latin and English.

Charles II.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Orton - - *West.* Tebay School.	Rob. Adamson.	A.D. 1672.	Founder's deed -	Grammar School at Tebay (the master University scholar, &c. or not) for free instruction of all children of Roundthwaite, poor of Orton, all foreigners, and contributors to School.
Wallingford - *Berks.*	Unknown.	*circ.* 1672.	Receipt of gift for erection of School.	Original trusts unknown. An endowment payable by the Merchant Taylors Company is expressed to be for the master of the "Free Grammar School."
Goosnargh - *Lanc.* (Par. *Kirkham.*)	Henry Colborne (by will, 1655).	1673.	Decree in Chancery -	A grammar schoolmaster, a University man, to instruct boys of Goosnargh with Newsham and Whittingham, and fit them for University, gratis.
Goosnargh - *Lanc.* (Par. *Kirkham.*)	Thos. Threlfall.	1673.	Deed settling Founder's gift.	A Free Grammar School for education of all children of occupiers and owners in townships of Goosnargh and Whittingham free.
Buxton - *Derby.* (Par. *Bakewell.*)	Founded by subscription.	1674.	List of subscribers in Buxton chapel.	A schoolmaster of the town teaching Latin, English, and writing.
Corby - - *Linc.*		1674.	First trust deed and rules.	A Free Grammar School for instruction of the children of the inhabitants in reading, writing, and accounts, and in Latin.
Tuxford - *Notts.*	Charles Read (by will, 1669).	*circ.* 1674.	First trust deed and rules relating to Founder's school at Corby.	A school at Tuxford precisely similar to the Founder's school at Corby in Lincolnshire.
Linton - *York, W.R.* Threshfield School.	Rev. Mat. Hewett.	1674.	Founder's will -	Free School, with master and usher, and first preference to Founder's exhibitions to St. John's College, Cambridge.
Charlbury - *Oxf.*	Anne Walker (by will, 1679).	1675.	Death of a life annuitant.	School under Brasenose College, Oxford, for bringing up of poor youths of Charlbury in fear of God and good literature freely. Preference to Founder's scholarships at Brasenose College.
Reigate - *Surr.*	Parishioners -	*circ.* 1675.	Purchase of school site.	Apparently found by the parishioners for the education of their children.
Somerton - *Som.*	Thos. Glover	1675.	Founder's deed -	Free School for instruction of youth inhabiting Somerton. By decree in Chancery, 1750, settled as a Free Grammar School.
Brigg - - *Linc.*	Sir John Nelthorpe (by will, 1669).	1676.	Deed in performance of Founder's will.	A master and usher to instruct gratis all the children of inhabitants of Glandford Brigg, Wrawby, and nine other places named, in Latin, Greek, and Hebrew, writing and arithmetic, and all other children from any other places in reading, writing, and accounts, without payment. Some poor boys to be clothed and maintained.
Cockermouth *Cumb.* (Par. *Brigham.*)	Unknown. (?Philip Lord Wharton and others.)	1676.	Inscription on schoolhouse.	Unknown. Called "the Grammar School" in a receipt for payment given by master in 1719.
Great Massingham. - - *Norf.*	Charles Calthorpe.	1676.	Founder's will -	Free School for free teaching of 25 boys of Great Massingham, and, in default, other places named, in English, Latin, and writing.
Newbury - *Berks.*	Unknown -	*bef.* 1677.	Deed containing first ascertained mention of the school.	The first mention is of the schoolmasters of the Grammar School in Newbury. Perhaps originally part of St. Bartholomew's Hospital, founded by King John.

Charles II.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Amesbury - *Wilts.*	John Rose.	A.D. 1677.	Founder's deed -	Free School for the instruction of the poorest men's children of Amesbury parish in grammar, writing, cyphering, and accounts; not more than 20 to be taught freely, being natives and of necessitous parents. Also an English School for the poorest children to be taught gratis.
Sandbach - *Chesh.*	Francis Welles, Sir J. Crewe, and others.	*circ.* 1677.	Erection of schoolhouse.	Described in deed of settlement, 1718, as a "Public School" (also a "Free School") for teaching 20 poor boys of the parish to read; other scholars admissible for instruction in English, Latin, Greek, or otherwise, on payment.
Wortley *York, W.R.* (Par. *Leeds.*)	Samuel Sunderland.	1677.	Deed in confirmation of Founder's will.	A schoolmaster to teach the children of the inhabitants of Wortley to read English and Latin.
Attleburgh - *Norf.*	Rev. H. Nerford.	1678.	Founder's will -	A graduate schoolmaster to teach grammar in Attleburgh, and for his stipend to instruct six poor children of inhabitants in reading, writing, and accounts freely.
Drighlington *York, W.R.* (Par. *Birstal.*)	James Margetson, Archbishop of Armagh.	1678.	Founder's will -	A School in Drighlington, with a master to be appointed by Peterhouse, Cambridge, an usher, and an English master.
Gilling - *York, N.R.* Hartforth Sch.	Sir Thos. Wharton.	1678.	Written statement quoted in Ch. Com. Rep.	A Free School for 30 poor scholars from certain hamlets, apprentice fees, and support of poor scholars at either University.
Stickney - *Linc.*	Wm. Lovell (by will).	1678.	Probate of Founder's will.	Free School for the youth in Stickney to be instructed fit for the University in Latin, Greek, and Hebrew; the trustees to have their youths taught free.
Stoke Golding - *Leic.* (Par. *Hinckley.*)	Hester Hodges.	1678.	Foundress' deed -	A Free Grammar School for instruction of sons of inhabitants of Stoke Golding; the master to be in holy orders.
Trent - - *Som.*	John Young.	*circ.* 1678.	Founder's will (supposed date).	A School and master for 20 poor scholars of Trent, or, in default, of two other places, to be instructed gratis, and an equal number of other scholars on payment, in reading, writing, &c. and Latin. Exhibitions for poorer scholars as apprentices, or to some other Grammar School for further learning.
Bishop's Waltham - - *Hants.*	Geo. Morley, Bishop of Winchester.	1679.	Founder's deed -	Schoolmaster to teach poorer children to read and write without payment. An endowment in 1732 includes Latin.
Dartmouth - *Dev.*	Unknown.	1679.	First deed of trust -	A schoolmaster to teach Latin and educate children within the borough. Another master to teach English, &c., art of navigation, and other mathematics, and educate children and others of the borough.
St. Asaph - *Flint.*	Unknown. (Perhaps Bp. Barrow.)	*circ.* 1679.	Death of Bp. Barrow, a benefactor.	No known instrument of foundation, and trusts of Bishop Barrow's endowment unknown.
Kettering - *Npton.*	Unknown -	*bef.* 1681.	Inquisition under Com. Char. Uses.	Found by inquisition preceding Decree in Chancery, 1682, to be a Free School, for teaching Latin and English, for youths inhabiting the town.
Cockerham *Lanc.*	Inhabitants.	1681.	Inscription on schoolhouse.	Erected as a public school-house. Described as "the Grammar School" in churchwarden's book, 1725.
Whittington *Derby.*	Peter Webster (by will, 1674).	1681.	Deed in pursuance of Founder's will.	A schoolmaster to instruct 20 of the meanest and poorest men's sons, born in the parish, in English and Latin, writing and accounts, without payment.

Charles II. to James II.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Clifton-with-Salwick. *Lanc.* (Par. *Kirkham.*)	John Dickson	A.D. 1682.	Founder's will -	A master able to teach grammar, for free instruction of poor boys of Clifton.
Swansea - *Glam.*	Hugh, Bp. of Waterford and Lismore.	1682.	Founder's deed - -	Free Grammar School for instruction, without payment, of 20 poor children and youths, sons of poorer sort of burgesses, and, if the corporation should be dissolved, sons of poorer sort of inhabitants of the town.
Waitby and Smardale. *West.* (Par. *Kirkby Stephen.*)	Jas. Highmore	1682.	Founder's deed -	Free School for teaching boys and girls of poor inhabitants of Waitby and Smardale to write and read English, and Latin grammar, freely.
Over Wyresdale *Lanc.* Abbeystead School. (Par. *Lancaster.*)	Wm. Cawthorne.	1683.	Founder's will -	Free School for 50 free scholars, of parents dwelling in one of the 12 vaccaries in Wyresdale (with preference for Founder's kin), to be instructed in English, Latin, Greek, writing, and accounts, by University graduate.
Wickwar *Glouc.*	Alex. Hosea -	1683.	Founder's will -	A Public School for such children only whose parents were poor, to be taught to read and write; Latin also by order of Court of Chancery.
North Meols - *Lanc.*	Unknown -	?1684.	First recorded benefaction.	Called a Grammar School in the table of benefactions in the church.
Little Strickland and Thrimby. (Par. *Morland.*) *West.*	Thos. Fletcher	1684.	Founder's deed -	A curate and schoolmaster, unmarried, to teach English and Grammar School for children of Little Strickland, Thrimby, and adjacent places.
Bitterley - *Salop.*	Unknown -	*bef.* 1685.	Entry in parish books	Described as a Grammar School in benefaction of J. Newborough, 1712.

James II., 6 Feb. 1685—11 Dec. 1688.

Cowbridge *Glam.*	Sir Leoline Jenkins.	1685.	Founder's will and death.	Free School; the master to be nominated by the Principal of Jesus College, Oxford, and to teach five "pensioners" gratis (three to have Exhibitions to the college), besides 10 poor youths of Cowbridge and neighbouring parishes.
†**Grasmere** - *West.*	Inhabitants, and Rev. — Ambrose.	1685.	(As stated in Burn's Hist. of Westm.).	No known instrument of foundation.
Haydon Bridge - *Northumb.* (Par. *Warden.*)	Rev. J. Shaftoe	1685.	Founder's deed -	Free Grammar School and English School, with master and usher to instruct boys, girls, and young men born in places named, for specified quarterages.
Pangbourne *Berks.*	John Breedon	1685.	Founder's will -	A schoolmaster appointed, as well as the boys, by the lord of the manor, to teach freely and without charge the youth or boys of the parish, especially of the poorer sort, not exceeding 12 at one time, to read English, understand Latin if desired, and writing, arithmetic, and Church Catechism.
†**Wray** - - *Lanc.* (Par. *Melling.*)	Rich. Pooley	1685.	Founder's will -	Free School for all children whose parents, guardians, and tutors dwell in Wray and within certain specified limits.
Gargrave *York. W.R.*	Henry Coulthurst.	1686.	Founder's deed -	Free Grammar School for benefit of inhabitants of the parish.
Kingsbury - *War.*	Thos. Coton.	1686.	Founder's deed - -	A religious man, and, if convenient, a bachelor, to teach poor boys and girls of Kingsbury, Nether Whitacre, and Marston, the Bible, the accidence, and further in Latin, and writing.

James II. to William III.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Lartington - *York. N.R.* (Par. *Romaldkirk.*)	John Parkin	A.D. *bef.* 1686.	Deed settling Founder's gift.	Grammar School for instruction of youth and scholars of Lartington in English, Latin, and Greek.
London - - All Hallows, Barking. Tower Hill School	Alderman Hickson.	1686.	Founder's will -	Twenty poor children; 14 from All Hallows and six from part of Wapping, to be taught Latin grammar, and other books tending to knowledge of Latin and Greek, by a schoolmaster and writing master, free.
South Molton *Dev.*	Hugh Squier	1686.	Founder's deed -	Free School for instruction of 20 poor children of South Molton, gratis, and also of gentlemen's sons and daughters, for convenience of whole neighbourhood, in writing and arithmetic especially, and secondarily in Latin under a separate master.
Tottenham *Midd.*	Unknown -	*bef.* 1686.	First known benefaction.	Master and usher to instruct gratis the children of inhabitants not having estates of 20*l.* per ann., in English, grammar rules, writing, arithmetic, and Church Catechism.
Aylesbury *Bucks.*	Sir Henry Lee (reputed).	*bef.* 1687.	(Date taken from statement in Ch. Com. Rep.).	No known instrument of foundation. Endowment in 1714 for "the Free School of Aylesbury" for instruction of poor boys in Aylesbury and Walton parishes, and, in default, of neighbourhood, in Latin, writing, arithmetic, and accounts.
Colne - *Lanc.* (Par. *Whalley.*)	Unknown -	*bef.* 1687.	Will of first known benefactor.	Described by first known benefactor a The Grammar School at Colne.
Preesall-with-Hackensall *Lanc.* (Par. *Lancaster.*)	Rich. Fleetwood.	1687.	Founder's deed -	Free Grammar School.
Burneston *York, N.R.*	Mat. Robinson	1688.	Founder's deed -	A master for a Free Grammar School for the parish of Burneston, and one other for teaching English scholars, free for the parish; also an almshouse.
Harleston - *Norf.*	Archbishop Sancroft.	1688.	Founder's deed -	A clerk appointed by Emmanuel College Cambridge, to perform service in Harleston Chapel and teach boys the rudiments of useful learning.
Pilkington - *Lanc.* Stand School. (Par. *Prestwich.*)	Henry Siddall (by will and deed, 1666).	1688.	Deed in pursuance of Founder's will and deed.	A master to teach a Grammar School, and also young children to read English, for advantage of the inhabitants of Pilkington.
Probus - - *Corn.*	John Williams.	1688.	Deed in performance of Founder's will.	Grammar School with graduate master or other qualified person to teach not more than five scholars in all, without any fee.
Ravenstonedale *West.*	Rev. Thos. Fothergill and others.	1688.	Deed in pursuance of Founder's intention.	Free Grammar School for instruction of children of inhabitants, fit to learn grammar, free.

William III., 13 Feb. 1689—27 Dec. 1694.

Kingsbridge *Dev.*	Thos. Crispin	1689.	Founder's will -	A Grammar School, the master to teach at least 15 boys of inhabitants; in default, vacancies open to strangers.
Deythur - *Montg.*	Hon. Andrew Newport.	1690.	Founder's deed -	A schoolmaster to instruct the children of the lord and tenants of the manor or lordship of Deythur in reading and writing, and in Latin and Greek grammar, and all other learning usually taught in a Grammar School.
Litton Cheney *Dorset.*	Robert Thorner.	1690.	Founder's deed -	A Free School for teaching the boys of the parish to read, write, cast accounts, and grammar, from the age of 6 to 15.

William III.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Walpas - *Chesh.*	Probably by Lord Cholmondeley and other subscribers.	A.D. *circ.* 1690.	- - - -	No known instrument of foundation. By reputation a Grammar School, free to children of representatives of original subscribers.
Pembroke - -	Several inhabitants.	1690.	Foundation as fixed by document of contributors.	Founded as a Free Grammar School, which, it was considered, would be an advantage to the town and parts adjacent. Endowed, 1691, as a Grammar School for the education of youth by a master, member of Church of England.
†**Wath** - *York. N.R.*	Dr. P. Samwaies	1690.	Founder's deed -	A Free School in Wath.
Bispham - *Lanc.* (Par. *Croston.*)	Rich. Durning	1691.	Founder's deed -	Free Grammar School for all children that should come.
South Leverton - *Notts.*	John Sampson.	1691.	Founder's deed -	Free Grammar School for gratuitous instruction of youth and children of inhabitants of the town of South Leverton in English, Latin, and Greek. Girls not admissible.
Woodhouse - *Leic.* (Par. *Barrow-upon-Soar.*)	Thos. Rawlins.	1691.	Founder's deed -	The putting to school of 22 or more poor boys, born and dwelling in Woodhouse and Woodhouse Eaves (or in default from Quorndon), besides six in Quorndon, and six in Barrow-upon-Soar, to be taught English, Latin, writing, and arithmetic.
Allendale *Northum.*	Wm. Hutchinson and Christopher Wilkinson.	1692 and 1700.	Founders' wills -	Free Grammar School for instruction of all children of the parish gratis.
Fowey - - *Corn.*	J. Treffry and S. Vincent, and others.	1692.	Founders' deeds -	Free School for 30 poor boys of Fowey and adjacent places. Object also expressed to benefit neighbouring gentry that might desire to have their children educated there.
Bowes *York. N.R.*	Wm. Hutchinson.	1693.	Founder's will -	Free School, with a master learned in Latin and an assistant for inferior branches of learning, to teach freely children of poor parishioners, to number of 50 or 60, with preference to children of governors or Founder's kin in Bowes or adjacent parishes.
Holme *York, W.R.* (Par. *Almondbury.*)	J. Earnshaw	1693.	Founder's will -	Free School for teaching children of inhabitants of Holme and Gateholme in Almondbury English and Latin free.
London - - St. Lawrence, Jewry.	Elizabeth Smith.	1693.	Foundress' will -	Teaching at some Latin or writing School of six poor boys of St. Lawrence, Jewry.
New Alresford *Hants.*	Henry Perin	1696.	Founder's will -	Free School for education of 19 poor men's sons from places named, by a master skilled in Latin, writing, and arithmetic, but no poor *scholar* above 9 years old to be refused.
Bideford - *Devon.*	Susannah Stuckley and inhabitants.	1696.	Purchase deed of School property.	A Grammar School in Bideford.
Cavendish *Suff.*	Rev. Thos. Grey.	1696.	Founder's deed -	Free School for master to teach children in English, Latin, and Greek; apprenticing two poor lads, or maintaining one more "pregnant" at Cambridge. Poor of parish only to be taught gratis.
Chapel-en-le-Frith *Derby.*	Mary Dixon	1696.	Foundress' will -	A schoolmaster for children of inhabitants of the parish, as well *petties* and incipients as grammarians, and those that should have attained to further proficiency in learning.
March - - *Cambs.*	Wm. Neale.	1696.	Founder's will -	An orthodox man of the Church of England to teach eight poor boys the English and Latin tongue, and principles and catechism of Church of England.

William III.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Staveley -- *West.* (Par. *Kendal.*).	Geo. Jopson.	A.D. 1696.	Founder's will	A curate at Staveley-chapel to perform the office of schoolmaster in the chapelry.
Wootton Bassett *Wilts.*	Richard Jones (by will, 1688).	1696.	Deed settling Founder's bequest.	A schoolmaster to teach boys of Wootton Bassett in writing, accounts, and Latin "in the nature and manner of a Free School."
Halton - *Lanc.* Aughton School.	Rob. Barton.	1697.	Founder's will	Curate in Aughton chapel to instruct youth inhabiting Aughton township and elsewhere, in literature grammar, and school learning, without any exaction.
Lowther - *West.*	John, Viscount Lonsdale.	1697.	Founder's deed	A School of learning at Lowther for the education of gentlemen's sons there. (United in 1831 with the foundation of R. Lowther, 1638.)
Westminster - St. Martin's in the Fields.	Archbp. Tenison.	1697.	Founder's deed	Free School, with master in priest's orders and usher, to teach respectively 10 and 20 boys of St. Martin's parish gratis till 12 years of age, unless of extraordinary genius, in which case till fit for University. Other boys to pay quarterages.
Lymm - *Chesh.*	Sir G. Warburton and Wm. Domville.	1698.	Founders' deed	Schoolmaster to teach the children of two manor houses named, and of the parish of Lymm. Reconstructed as a Grammar School by Scheme, 1862.
Over - - *Chesh.* Darnhall School.	Elizabeth Venables and Thos. Lee.	1698.	Statutes of T. Lee	Free Grammar School at Darnhall, free only, with small admission fee, to children of inhabitants of parishes of Whitegate and Over, and township of Weaver, to be instructed in English, Latin, and Greek. Girls to leave at nine years of age.
Appleby - *Leic.*	Sir John Moore, Kt.	1699.	Founder's will	A Free School for all England and Wales for instruction of boys, especially of Appleby and certain other parishes, with a Latin master, M.A., and qualified in Latin and Greek, an English master, B.A., and a writing master.
Bolton Abbey *York,* (Par. *Skipton.*) *W.R.*	Hon. Robert Boyle (by will, date unknown).	1700.	Conveyance in pursuance of Decree in Chancery, 1697.	The trusts of the conveyance are for a Grammar School, to be called "The "Free School, &c.," with a master, or master and usher. By statutes, 1701, open for children of all noblemen, gentlemen, and others able to give them a liberal education in Latin and Greek, upon terms agreed on by the parents and master, with preference to inhabitants and tenants of certain specified places; the poor of certain townships to be taught these languages for 1*s.* a quarter, other poor children of neighbourhood to be taught English, writing, and arithmetic at that rate.
Donington - *Linc.*	Thos. Cowley.	1701.	Founder's deed	A schoolmaster to teach 20 poor children in Donington to read English and write, and to buy them books and paper (besides other charitable purposes). By decree of Com. Char. Uses, 1726, a Latin School established for sons of inhabitants of Donington, and the educational trust otherwise extended.
Gateshead *Durh.*	Dr. Theophilus Pickering.	1701.	Founder's deed	A Free School for instruction of all children of Gateshead in Latin, Greek, and navigation.
Newchurch in Rossendale - - *Lanc.*	John Kershaw	1701.	Surrender of Founder	A Free School for teaching English, Latin, and Greek. By statutes, 1752, free (excepting small specified payments) to inhabitants of Newchurch; others to make terms with the master.

William III. to Anne.

Situation of School.	Founder.	Date of Establishment.	Date given is that of ——	Purpose of Original Foundation.
Rastrick *York, W.R.* (Par. *Halifax.*)	Mary Law	A.D. 1701.	Foundress' will	A School for teaching 20 poor children of Rastrick and Brighouse to read and write.
Rochester - *Kent.* Mathem. School.	Sir Jos. Williamson.	1701.	Founder's will	A Free School for education of sons of freemen at Rochester, towards the mathematics and other things to fit them for sea service, &c.
Uffculme - *Devon.*	Nicholas Ayshford.	1701.	Inscription on school house.	Original trusts unknown. Described as a Free Grammar School in Decree in Chancery, 1802.

Anne, 8 March 1702—1 Aug. 1714.

†**Bleasdale** - *Lanc.* (Par. *Lancaster.*)	Christopher Parkinson.	1702.	Founder's will	Schoolmaster to teach the children of any persons of any township whatsoever.
Braintree - *Essex.*	James Coker.	1702.	Founder's will	School for education of 10 poor childre of Braintree parish in writing and reading, English and Latin.
Swindale - *West.* (Par. *Shap.*)	Thos. Baxter	1703.	Founder's deed	English and Grammar School.
Chichester - *Sussex*	Oliver Whitby (by will, 1702).	1704.	Decree in Chancery	Maintenance, clothing, and education of 12 poor boys from Chichester, Hastings, and West Wittering, four from each place, to be taught writing, arithmetic, and the mathematics by a master to be maintained in the school-house with the boys.
Keynsham - *Som.*	Sir Thos. Bridges.	1705.	Founder's deed	A master to teach gratis in the grammar, Latin, writing, arithmetic, and other learning, up to 15 years of age, 20 poor sons of inhabitants in communion with Church of England.
Langport Eastover *Som.*	Thos. Gillett	1705.	Order in Chancery for conveyance of property to first trustees.	Free School for instruction of youths of inhabitants of Langport Eastover in reading and principles of religion.
Thorne - - - *York, W.R.*	Wm. Brooke	1705.	Surrender of Founder	A learned schoolmaster for such children as should come to the School to be taught, "but not as a Free School;" 10 of the poorest boys of Thorne to be free.
Gray's Thurrock *Essex.*	Wm. Palmer.	1706.	Founder's deed	Schoolmaster to instruct gratis 10 poor children of the parish in reading, writing, accounts, and Latin.
Linley *York, W.R.* (Par. *Huddersfield.*)	T. Thornhill and others.	1706.	Conveyance of site	A Grammar School in Linley for bringing up the children there in learning and good manners.
East Grinstead *Sussex.*	Robert Payne	1708.	Founder's will	A Free Grammar School for the youth of the parish of East Grinstead.
Lucton - - *Here.*	John Pierrepont.	1708.	Founder's deed	A Free School, with master, usher, and writing master, for instruction of (1) 50 poor boys of Lucton and eight other places named, gratis, (2) 30 boys less poor at 10*s.* a year, in principles of Church of England, Latin, Greek, writing, arithmetic, &c. Fifteen boarders also admissible.
Hastings - *Suss.*	Jas. Saunders	1708.	Founder's will	A master to teach not more than 70 poor boys of Hastings and part of suburbs in reading, writing, accounts, and Latin; also dame schools and apprentice fees.
Kirkby-in-Cleveland - *York, N.R.*	Henry Edmonds.	1708.	Founder's will	A learned grammar schoolmaster, conformable to the Church of England, to train up all children in the township, and all poor children of the parish, of Kirkby.
Newchapel (Par. *Wolstanton*) - *Staff.*	Dr. Rob. Hulme	1708.	Founder's will	Grammar School at Newchapel for not more than 18 poor boys.

Anne to George I.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Hoghton * (Par. *Leyland*) *Lanc.*	Sir Charles Hoghton.	A.D. 1709.	Founder's deed	A Public Free School for all youth and children of inhabitants of the manor of Hoghton to be taught freely, and all from other towns on reasonable payment, in English, Latin, and Greek.
Long Marston *York, W.R.*	Richard Roundle (by will, 1705).	*circ.* 1709.	First trust deed	Master to teach the English and Latin tongues, and to instruct the poor children of the parish in reading and writing.
Warminster *Wilts.*	Viscount Weymouth.	1709.	Founder's deed	Founded (apparently as a Free Grammar School) for the instruction of youth of Warminster, Deverill Longbridge, and Monckton Deverill.
Kirkleatham *York. N.R.*	Sir William Turner (who died 1692), and Cholmley Turner.	*circ.* 1710.	Decree of Court of Chancery.	Free School, with master and usher. By supposed statutes of C. Turner, master and usher to be expert in Greek and Latin, M.A. and B.A. respectively; scholars to pay quarterage, except 30 poor free scholars.
†**Stalmine** *Lanc.* Pilling Lane School. (Par. *Lancaster*).	Rob. Carter	1710.	Founder's will	Free School in the lower end of Pilling for the good of poor children.
Bampton *West.* Measand School.	Rich. Wright	1711.	Founder's deed	A Free School for all such scholars as should come to be taught in such literature as is usually taught at other Grammar Schools.
Hampsthwaite *York. W.R.*	John Richmond.	1711.	Founder's will	Free School for instruction in English, Latin, writing, and arithmetic of boys living in certain hamlets.
Llan-y-cil *Mer.* Bala School.	Edmond Meyricke.	1712.	Founder's will	A School in which 30 poor boys of North Wales should be settled and taught grammar learning, till fit to be removed to other schools or employments.
Barmby-on-the-Marsh (Par. *Howden*) *York. E.R.*	John Blanchard.	1712.	Surrender of premises by Founder.	A minister to officiate in St. Helen's chapel and teach a Grammar School in Barmby.
Beccles *Suff.*	Dr. H. Fauconberge.	1712.	Founder's will	For a master learned in Latin and Greek, so as to capacitate youths for Universities.
†**Bootle** *Cumb.* Hycemoor School.	H. Singleton	1713.	Founder's deed	A Free School for children of parish of Bootle and other places named.
Keighley *York. W.R.*	John Drake	1713.	Founder's will	A schoolmaster to teach children residing in Keighley in English, Latin, and Greek tongues, free.
Newmarket ** *Flint.*	John Wynne	1713.	Founder's will	Schoolmaster to teach a Public Grammar School with Latin and Greek authors, and if that be obstructed by law "for want of conformity in matters of religion," then to teach all persons, young and old, writing, accounts, languages, especially French, and mathematics; not more than 20 persons to be taught upon charity, of whom 12 to be "pensioners" (at 20*s.* a year), and six nominated by clergy from neighbouring villages.

George I., 1 Aug. 1714—11 June 1727.

Farnworth *Lanc.* Dixon Green School. (Par. *Deane*).	Jas. and John Roscoe and others.	1715.	Conveyance of School premises to trustees.	A School wherein so many poor or other children of Farnworth as trustees should think fit should be taught to read and understand English and Latin; also principles of Protestant religion.

* Now extinct.

** This School is supposed to have been maintained till the year 1764 (though even this is doubtful), after which the charge forming its endowment fell into arrear, and during a long course of litigation no School was kept, until the present School was established by the Court of Chancery in 1858.

George I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
London - Neale's School, Fetter Lane.	J. Neale (by will, 1705).	A.D. 1715.	Decree in Chancery.	Instruction of boys of certain parishes named in the parts of mathematics requisite for the art of navigation.
Irton - *Cumb.*	Henry Caddy	1716.	Founder's deed -	A Free English and Grammar School for benefit of parishioners of Irton and Santon contributing to the building: the poor of those places to be free.
Barrow-upon-Soar *Leic.*	Humphrey Perkins.	1717.	Founder's will -	A graduate schoolmaster to teach the children of inhabitants of Barrow, after they could read the Bible, all sort of learning free of expense.
Lathom - *Lanc.* Newburgh School. (Par. *Ormskirk*).	Rev. Thomas Crane.	1717.	Founder's will -	Teaching and instructing of youths and children paying the usual wages, the poorer sort to be kindly treated for their quarterage; exemption for those of Founder's name.
Kirkby in Malham Dale. Malham School. *York, W.R.*	Rowland Brayshaw.	1717.	Founder's deed -	Schoolmaster to teach freely all scholars living in Malham only, as well poor as rich.
Marton (Par. *Poulton-le-Fylde*) *Lanc.*	James Baines	1717.	Founder's will -	Schoolmaster to teach in writing, reading, and other school learning, all children of inhabitants of the township.
Slaidburn - *York, W.R.*	John Brainard.	1717.	Founder's will -	A School in Slaidburn, with head master in priest's orders, and usher a priest's or deacon's orders.
Snarestone *Leic.*	Thos. Charnells.	1717.	Founder's deed -	A School with master and usher for 40 free scholars, preferably of Snareston with certain specified priorities, and next of other places named, respect being had to orphans and the poorest; 20 pay scholars admissible. Instruction in Christian religion, reading, &c., and, for boys capable, Latin and Greek to fit them for the University.
Aldridge - *Staff.*	Rev. T. Cooper and Rev. J. Jordan.	1718.	Founders' deeds -	Charity School for instruction of youth in English and Latin and Church catechism.
Crosthwaite *Cumb.* St. John's Vale.	Contributions of inhabitants.	1719.	Written "intention" of contributors.	The curate to teach the children of the chapelry reading, &c., and the boys Latin and Greek if desired.
Cwm Toyddwr - *Radnor.*	Rev. Charles Price.	1719.	Founder's will -	A person licensed by the bishop of the diocese to keep a School in or near the church. United, *circ.* 1790, with another school in Rhayader, and described as a Free Grammar School in bishop's licence, 1809.
†**Great Eccleston,** Copp school (Par. *St. Michael's-upon-Wyre*) *Lanc.*	William Fyld	1719.	Founder's will -	A schoolmaster to teach reading, writing, and accounts at the Copp School or other School within town of Great Eccleston; poor of that town free.
Walkeringham *Notts.*	Robert Woodhouse.	1719.	Founder's will -	A schoolmaster to instruct children of inhabitants in English and *Latin*, writing and arithmetic; the master to make no charge. The following excluded from all benefit of the charity:—(1.) Those who would keep up the harvest feast at Walkeringham; (2) persons opposed to the majority in making orders for good government of the town; (3) such poor persons as beg or work abroad when there should be work in the town, and are not content with common wages.
Bolton-on-Swale *York, W.R.* (Par. *Catterick*).	L. Robinson	1720.	Founder's will -	A Free School for instruction of all boys, whether of Catterick or elsewhere, in Latin or Greek, without payment, when qualified to enter upon learning Latin.

George I.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Norwich - - - Norman's School.	John Norman	A.D. 1720.	Founder's will	Maintenance and education in reading, &c., Latin, and Greek, of 120 boys, sons of relations of the testator or of his first wife, or, in default, sons of inhabitants of Ber street or Conisford wards or Catton; or, in further default, out of the neighbouring parishes in Norwich, under a master, M.A. of one of the Universities. Provision also for advancement of some boys to Cambridge.
Rothbury - - *Northumb.*	Rev. J. Thomlinson.	1720.	Founder's will	A schoolmaster and under master to teach gratis all children of the parish English, Latin, and Greek, and writing, accounts, &c.; also binding to trades and sending to university poor scholars.
Bolton - *West.* (Par. *Morland.*)	Subscription	*bef.* 1721.	First known endowment.	No deed of foundation. A gift in 1762 is for teaching children English, Latin, writing, and mathematics.
Ambleside - *West.* (Par. *Windermere.*)	J. Kelsick -	1721.	Founder's will - -	A Free School near Ambleside chapel.
Holybourn - *Hants.*	Thos. Andrews (by will, 1719).	1722.	Grant to trustees in pursuance of decree in Chancery.	A Free School at Holybourn for all children of the parish, as well rich as poor, with a master (a clergyman) and mistress. Twenty boys to be taught Latin. Special aids for certain numbers of poor children from various places named, and general preference to the name of Andrews.
Petersfield *Hants.*	Rd. Churcher.	1722.	Founder's will -	A college consisting of a master and 10 or 12 boys belonging to the borough from nine to 14 years of age, whose parents would give security for binding them apprentices to masters of ships making voyages to the East Indies after they should have been educated in writing, arithmetic, and mathematics (chiefly relating to navigation), and had diet, clothing, and tutorage free. Purpose modified by Act of Parliament in 1744.
Grayrigg - *West.* (Par. *Kendal.*)	Rob. Adamson	1723.	Purchase deed of School land.	For a schoolmaster not neglecting to instruct the children at the School adjoining Grayrigg chapel. A benefaction in 1807 is for instruction of certain children in grammar, writing, and arithmetic gratis.
Tuddenham - *Suff.*	John Cockerton.	1723.	Founder's will - -	Free School for poor boys and girls of the parish, of parents not occupying above 10*l.*, to be taught reading, writing, accounts, and Latin.
Burton - *Chesh.*	Thos. Wilson, Bp. of Sodor and Man, and others.	1724.	Founders' deed -	Schoolmaster, of the Church of England, to instruct all boys of the town of Burton, whose parents should be unable to pay, in English, Latin, writing, and arithmetic to the age of 18 (English scholars to the age of 14 only) freely. Any number of children of any other town, without prejudice to Burton children, admissible on payment.
Rishworth - *York,* (*Par.* Halifax.) *W.R.*	John Wheelwright.	1724.	Founder's will -	A school at Rishworth for 20 boys and girls of the poorest tenants on any of Founder's estates, or else of the poor of the parish where the school stood, the boys to be always the majority; two masters, the one to teach reading and writing and to prepare boys for Latin, the other to teach those fit to learn Latin and Greek; one boy to be always maintained at Cambridge or Oxford, the rest to leave at 16 years of age or thereabouts, and be apprenticed or otherwise advanced in life.

George I. to George II.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Horton - in - Ribblesdale, *York, W.R.*	J. Armitstead	A.D. 1726.	Founder's deed -	Schoolmaster in priest's or deacon's orders to teach youth and children in Horton School, inhabitants of the parish only free.
Redmire - *York,* (Par. *Wensley.*) *N.R.*	Rev. T. Baynes	*circ.* 1725.	Will and death of Founder.	A schoolmaster to instruct all poor children of Redmire and Bolton, without payment, in English, Latin, Greek, writing, cyphering, and principles of Established Church.
Sutton Bonington - *Notts.*	Rev. C. Livesay and others.	1725.	Conveyance to trustees	Free School to teach children of Sutton Bonington to read, write, cast accounts, and Latin.
Burgh - *Linc.*	Jane Palmer	1726.	Foundress' deed -	A Free School for the education of children, inhabitants of the parish, the master to be learned in Latin literature, and teach all the poor children of Burgh, and if not sufficient there, those of neighbouring towns.
Bury - - *Lanc.*	Rev. Roger Kay	1726.	Founder's deed -	A Free Grammar School for the youth of the town and parish of Bury, and relatives of Founder. Exhibitions to University with preference, (1.) to Founder's kin, (2.) to poor boys, born within parish of Bury, and merit always to have the preference.
Uldale - *Cumb.*	Mat. Caldbeck	1726.	Articles of agreement between Founder and inhabitants.	Free Grammar School for children of parishioners, parties to the agreement, and their successors, and of such poor persons as trustees should think fit: also of certain other persons who subscribed.
Cannock - *Staff.*	John Wood.	*bef.* 1727.	Conveyance subsequent to foundation.	A schoolmaster to teach children to read in Cannock.
Denbigh - - -	Subscription	1727.	Deed of purchase of School lands.	Free Grammar School.
Drigg - *Cumb.*	Jos. Walker -	1727.	Articles of agreement	Education of youth in English, Latin, and writing for the benefit of subscribers to the building and others.

George II., 11 June 1727—25 Oct. 1760.

Hingham - *Norf.*	Wm. Parlett	1727.	Founder's deed -	Free School, with graduate master and usher, natives of Norfolk and members of the Established Church, to instruct all sons of inhabitants of Hingham, Woodrising, and Southburgh, of six years of age at least, in Greek and Latin, and in English subjects.
Colton - *Lanc.* Finsthwaite School.	Subscription, and J. Dixon.	1729.	Will of J. Dixon -	Grammar School at Finsthwaite.
Saddleworth *Lanc.* Wharmton School. (Par. *Roehdale.*)	R. Hawkyard	1729.	Founder's will - -	A School and learned master able to teach English, Latin, and Greek: free for all inhabitants of Saddleworth and to no other.
†**Orton** - *West.*	Subscription	*circ.* 1730.	Foundation as stated in Ch. Com. Rep.	No known instrument of foundation.
Selside - *West.* (Par. *Kendal.*)	J. Kitching -	1730.	Founder's deed -	A School in Selside for teaching children to read, write, and learn Latin; those from two specified farms gratis.
Wigton - *Cumb.*	Rev. J. Thomlinson, and others.	*circ.* 1730.	Erection of school -	Free School with master and usher, for instruction of children of contributors, gratis; the one to teach Latin and Greek, the other reading, writing, and cyphering.

George II.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Bentham *York, W.R.*	Wm. Collingwood (by will, 1726).	A.D. 1732.	Decree in Chancery -	A School for children of Upper Bentham, with two masters (both educated according to the rules of Oxford and Cambridge), the under-master to teach writing and arithmetic.
Broadwinsor - *Dorset.*	Robt. Smith, M.D. (by will, 1725).	1733.	Probate of Founder's will.	Schoolmaster to instruct youth in English, Latin, Greek, and Hebrew; 13 poor boys of parishes of Burstock and Broadwinsor, and, in default, boys of neighbouring parishes, to be nominated by trustees (presumably for free instruction).
†**Orton** - *West.* Greenholme and Brethердale School.	Geo. Gibson -	1733.	Founder's will -	A Free School for benefit of certain townships named.
Portsmouth *Hants.*	Wm. Smith, M.D. (by will, 1732).	1733.	Probate of Founder's will.	A Grammar School with master and usher, to be supported by the Dean and Chapter of Christ Church, Oxford, in the borough of Portsmouth.
Crosby Garrett *West.*	Subscription	1735.	Purchase of land with stock previously accumulated.	Grammar School for education of children within the township of Crosby Garret.
Crosby Ravensworth - *West.* Reagill School.	R. Sanderson, and others.	1735.	Deed of agreement of subscribers.	A schoolmaster to teach gratis the children of inhabitants particularly mentioned in deed of foundation. An Inclosure Act, 1803, describes this as the Grammar School.
Ulverston - *Lanc.*	Subscription (probably).	*bef.* 1736.	Will of first known benefactor.	Described as "the Grammar School of Ulverston."
Keighley - *York.* Harehill School *W.R.*	Sarah Heaton	1738.	Foundress' will -	A master to teach English and Latin scholars; boys and girls of certain hamlets only to be taught free.
Alston - *Cumb.*	Unknown -	*bef.* 1739.	First conveyance in trust for school.	The endowment was settled "for the schoolmaster at Alston."
†**Thursby** - *Cumb.*	Subscription	*circ.* 1740.	Erection of schoolhouse.	No known instrument of foundation.
Burtonwood *Lanc.* (Par. *Warrington.*)	Peter Bold -	1741.	Founder's deed -	A Public School for teaching children of inhabitants or landowners of the township, in kind of learning usually taught in such Schools, without payment. Parents not inhabiting, nor owning land in the township, to pay. A bequest in 1795 is for "the Grammar School at Burtonwood," the master to be able to teach Virgil, Horace, Homer, Greek Testament, &c.
Clayton-le-Woods - *Lanc.* (Par. *Leyland.*)	Edw. Bootle	1744.	Founder's deed -	Schoolmaster to instruct children within the manor of Clayton and parts adjacent in English and Latin.
Kirkoswald *Cumb.*	Jno. Lowthian and parishioners.	1745.	Assignment to trustees.	A schoolmaster to teach boys and girls the English and Latin tongues.
Lledrod - *Card.*	Thos. Oliver	1746.	Deed in pursuance of Founder's will.	A Grammar School for education of 40 children in Parcel Ychu, in Lledrod, in principles of Church of England, and as far beyond the grammar as the masters should be capable.
Rawdon (Par. *Guiseley*) *York. W.R.*	Thos. Layton and inhabitants.	1746.	Trust deed settling endowment on School.	A schoolmaster to teach 16 poor boys and girls English, Latin, and arithmetic gratis.
Halton - *Chesh.* (Par. *Runcorn.*)	Subscription (probably).	*bef.* 1748.	Reputed purchase of School land.	No known instrument of foundation or endowment.
Canterbury *Kent.* Clergy Orphan Sch.	Founded by subscription.	1749.	Formation of Society for purpose of founding School.	The gratuitous maintenance and education of necessitous orphans of clergymen in England and Wales.
Dacre - *Cumb.*	Matt. Brown and others.	1749.	Purchase deed of School lands.	A School for instruction of all children of inhabitants of the township of Dacre at a quarterage; not more than four to be free. The master to be able to teach English and Latin.

George II. to George III.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Lowton - *Lanc.*	Peter Legh and others.	A.D. 1751.	Deed of Founders -	Master to instruct in Latin, English, writing, and accounts not more than six poor children of Lowton, free, without any reward whatever.
†**Tunstall** - *Lanc.*	Subscription	*bef.* 1751.	Entry in book belonging to parish.	No known instrument of foundation.
Lowestoft - *Suff.*	John Wilde (by will, 1735).	1754.	Decree in Chancery	Schoolmaster to teach 40 boys writing, reading, accounts, and Latin; preference to fishermen's children of the parish.
Lowick* (Par. *Ulverston*) - *Lanc.*	Unknown -	*bef.* 1757.	Articles of agreement with curate.	The curate to keep an English and Grammar School for children of landowners and inhabitants of Lowick in English, Latin, and writing at certain quarterages.
Ystrad Meurig - *Card.*	Edw. Richard	1757.	Founder's deed -	A Grammar School for instruction in Latin and the principles of the Church of England, of 32 poor boys of the parish, or in default, of any other parish in the county; the master to be able to qualify boys for the University.
Masham *York. N.R.*	Isabel Beckwith and others.	1760.	Trust deed - -	Instruction of children of town and parish in such learning as might be wanted, the School-house to be used for children sent at their parents' expense, and also for five free boys; 30 other free children, if room enough, if not, another room and master to be found for them.

George III., 25 Oct. 1760—29 Jan. 1820.

†**Heskett-in-the-Forest** *Cumb.*	John Brown	1763.	Founder's will -	To increase the salary of the master of Heskett School.
Saddleworth - Lydgate School. (Par. *Rochdale.*) *York, W.R.*	Philip Buckley.	1763.	Founder's deed -	A School and learned master capable of teaching Latin and English, writing and arithmetic; quarterage to be paid by each scholar varying with subjects learnt.
Church Langton - - *Leic.*	Rev. Wm. Hanbury, Rector.	1767.	Founder's deeds -	The original trust is for "Schools for "ever," "Organs for ever," "Beef "for ever," library, picture gallery, printing office, hospital, professorships of grammar, music, botany, mathematics, antiquity and poetry, besides the erection of a grand church, to form with other buildings a "Temple of Religion and Virtue," and a noble museum. The professor of grammar was to instruct in Latin, Greek, and rhetoric 75 boys belonging to any of the Langtons freely, and to refuse no boys that were healthy and clean.
Westward - *Cumb.*	Jno. Jefferson (by will, 1744).	*circ.* 1767.	Purchase of school lands.	Towards salary of a master of a Grammar School in Westward for teaching not more than six children of poor parishioners.
York, St. Crux *York.*	W. Haughton	1770.	Founder's will -	Some Schoolmaster of or near St. Crux parish to educate 20 poor children of the parish to write and read English.
Lancaster - - Friends' School.	T. H. Rawlinson.	1771.	Founder's will -	The bequest was for the schoolmaster "that teaches Friends' children at our "meeting house."
Pwllheli - *Caern.*	Wm. Vaughan	1773.	Founder's will -	Founder bequeathed an annual payment to "The Grammar School," without specifying the place.
Witton-le-Wear (Par. *Auckland*) *Durh.*	John Cuthbert.	*bef.* 1775.	Allotment of Inclosure Commissioners.	For teaching six poor boys, and for repairs, &c. of Grammar School (legacies of J. Cuthbert).

* Now extinct.

George III.—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Kirkland - *Cumb.* Howrigg School.	Under Inclosure Act.	A.D. 1775.	Award of Inclosure Commissioners.	A School of literature for the free and common use of all children of the townships of Culgaith and Blencairn.
Leybourne - *Kent*	Rev. Edward Holme.	1775.	Founder's deed -	Instruction of 50 poor boys and girls taken in certain proportions from certain parishes in reading, writing, Latin, &c. according to principles of Church of England, till 14 years of age.
† **Kirkland** (Par. *Garstang*) - *Lanc.*	Margaret and Jane Butler.	1778.	Will of M. Butler -	Master to teach not more than eight poor children of Kirkland free.
† **Preston Patrick** (Par. *Burton*) *West.*	Subscription	*circ.* 1780.	Erection of School -	No instrument of foundation.
† **Burneside** (Par. *Kendal*) - *West.*	Alan Fisher	1781.	Foundress' will -	Instruction gratis of six poor children of Strickland Roger if the curate be schoolmaster.
Basingwold *York, N.R.*	Eleanor Westerman.	1781.	Foundress' will -	A Schoolmaster of the Church of England to teach 30 boys Latin, English grammar, reading, writing, arithmetic, and book-keeping, and 30 girls, with preference to children of the families of Westerman and May, except children springing from Joseph May.
East Malling *Kent*	Rev. Edward Holme.	1782.	Deed in fulfilment of Founder's intention.	Instruction of 50 poor boys and girls, six from Ditton and 4 from East Malling, in reading, writing, Latin, &c., according to principles of Church of England, till 14 years of age.
Ipswich - *Suff.* Christ's Hospital.	Corporation	*circ.* 1782.	Act for better Relief and Employment of Poor, 22 Geo. III. c. 83. (Gilbert's Act).	Originally a hospital for poor, sick, and aged persons. Subsequently, after the establishment of workhouses under the Poor Laws, it was converted into a school for maintenance and education of poor boys.
Broughton (Par. *Kirkby Ireleth*) *Lanc.*	Ed. Taylor -	1784.	Founder's will -	A Grammar School in the town of Broughton.
Lea (Par. *Preston*) *Lanc.*	Samuel Neeld	1784.	Founder's will -	Free School for inhabitants of the townships of Lea and Cottam, excepting Papists, with master able to teach both sexes English and Latin, writing and arithmetic.
† **Morland** - *West.*	Subscription	*circ.* 1787	Erection of School -	No deed of foundation.
Penzance - *Corn.*	Corporation	1789.	Resolution of Corporation to found.	A Latin Grammar School for the general use and benefit of the town and neighbourhood.
Aspull - *Lanc.* (Par. *Wigan.*)	Subscription (probably).	1790.	Conveyance to trustees.	Instruction of children of Aspull only. Master to be able to teach Latin, English, &c.
† **Stainton** - *West.* Crosscrake School. (Par. *Heversham.*)	Inhabitants and — Threlfall.	*circ.* 1790.	Foundation as stated in Ch. Com. Rep.	Object stated to be to encourage a master to settle, and not for free scholars. (Ch. Com. Rep.)
Aikton - *Cumb.* Wiggonby School.	Margaret Hodgson.	1792.	Foundress' deed -	Instruction of all persons of name of Hodgson, wherever they should come from, and all poor children (boys and girls) of Aikton, and certain other parishes, from 8 to 21 years of age, in reading, writing, accounts, and other useful learning, without payment; also clothing for some.
Kidderminster - *Worc.* Pearsall's School.	Nicholas Pearsall.	1795.	Founder's deed -	A "Proper Protestant Dissenting School," the master preferably a Protestant dissenter of academical education, for instruction in virtue and in the arts and sciences of not more than 24 boys, of the class of inferior tradesmen, either residents or foreigners and preferably dissenters. If provision made should be inadequate, annual fees to be paid.

George III. to William IV.

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
Plumbland *Cumb.*	John Sibson (by will, 1759).	A.D. 1798.	Death of Founder's widow, with life interest.	School, with one master to teach Latin and English, and another writing and accounts, and a person to teach psalmody, to children born or living in the parish, or of Founder's name (with certain exceptions), without cost; others to pay.
Wigglesworth - *York, W.R.* (Par. *Long Preston.*)	Lawrence Clarke (by will, 1789).	1798.	Erection of School -	"Free School for the children of Wigglesworth," either born in or of parents having settlements in the township, to be instructed, without expense, in English, Latin, writing, and accounts.
Snettisham *Norf.*	Anthony Hall (by will, 1708).	1801.	Order of Court of Chancery.	A schoolmaster to teach 20 poor boys, sons of inhabitants of Snettisham, not possessing 20*l.* a year nor property of 400*l.*, unless Founder's kin, in reading, writing, cyphering, and Latin free of expense.
Hackney - *Midd.* Orchard St. School.	Wm. Pearson and others.	1807.	Establishment of school, as stated in Ch. Com. Rep.	A Free School, under patronage of persons of different denominations, for the education of 60 boys, either orphans, or children of respectable parents unable to give them a good education, gratis, in reading, writing English grammar, and arithmetic; religious instruction in accordance with the doctrinal articles of the Church of England in their Calvinistic sense, and with the Assembly's catechism.
Cliburn - *West.*	By Inclosure Act.	*circ.* 1808.	Inclosure Act - -	Grammar or other School at Cliburn for children of landowners, farmers, and other inhabitants.
Westminster - St. Margaret's.	Emery Hill (by will, 1674).	1817.	First establishment of school.	Almhouses, and a Free School to teach 20 poor children born in Westminster freely in English and Latin, writing and accounts.

George IV., 29 Jan. 1820—26 June 1830.

Launceston *Corn.* St. Stephen's.	John Horwell (by will, 1707).	1821.	Decree in Chancery -	Maintenance, clothing, attendance, and instruction of six poor boys of St. Stephen's parish, to be apprenticed on leaving School.
Humberstone - *Linc.*	Matthew Humberstone (by will, 1703.)	1823.	Decree in Chancery, and completion of school building.	The trusts of the Founder's will are for the curate of Humberstone parish to teach the boys or youths of that town, and those of Founder's tenants in six places named, freely, in English and Latin, writing, and arithmetic. The scholars to leave after 14 years of age, or else to be fitted, no longer as free scholars, for the University. A scheme of management was established by the Court at the eventual opening of the School.
†**Tynemouth** - - *Northumb.*	Thos. Kettlewell.	1824.	Founder's will - -	Charity School for educating gratis poor children of the parish in useful knowledge and learning; orphans and fatherless children preferred.

William IV., 26 June 1830—20 June 1837.

Lampeter - *Card.*	Thos. Hugh Jones.	1831.	Founder's deed -	The education and instruction of children in the Greek and Latin classics and arithmetic as taught in the principal grammar schools in England.
Stokesley *York, N.R.*	John Preston (by will, 1805.)	1831.	Scheme of Court of Chancery.	The master of Stokesley School to be qualified to teach the classics, English, writing, and arithmetic; 12 poor children of the township (more or less, at discretion of trustees,) to be taught gratis.

William IV. to Victoria.

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
New Cross *Kent.*	Subscription.	A.D. 1833.	Opening of school at Camberwell.	To enable less affluent naval and marine officers, of not lower than wardroom rank, to give their sons a sound general education at the least possible expense. A few boys not qualified as above admissible.
London City of London School.	Corporation (from bequest of John Carpenter in 1442 for education of four boys).	1834.	Act of Parliament, 4 & 5 Will. 4. c. 85.	A school to be managed by the Corporation as they shall deem conducive to the extension of education in the City, for the religious and virtuous education of boys, and for instructing them in higher branches of literature and all other useful learning.

Victoria, the reigning Sovereign, 20 June 1837.

Exeter *Devon.* Hele's School.	Founded from benefactions of Elize Hele in 1632.	1840.	Royal Warrant under sign manual.	A school in the City of Exeter for the education of boys, and two exhibitions by way of advancement in any profession or calling. Adapted for boys intended for commercial or official employment.
Bury St. Edmunds Commercial Sch. *Suff.*	Founded and supported out of the "Guildhall Feoffment" Charity.	1842.	Scheme of Court of Chancery.	The Guildhall Commercial School for instruction of 150 boys whose parents or guardians reside in the parishes of St. James or St. Mary in Bury St. Edmunds, in English and other living languages, in writing, reading, &c., and so much of the mathematics and dead languages as may be practicable and useful.
Marlborough *Wilts.* College.	Founded by Association for the special purpose.	1845.	Charter of incorporation.	A College divided into three departments, called the upper, the modern, and the lower school, designed to afford a liberal education at a moderate cost, especially to sons of clergymen, who were originally to form two-thirds of the school, reduced by second charter, 1849, to one half.
Llandovery *Carm.*	Thos. Phillips	1847.	Founder's deed	A Welsh School for the study of the Welsh language and literature in combination with a sound classical and liberal education, especially for young men qualifying for the ministry in the Principality. Twenty free scholars natives of the diocese of St. David's or that of Llandaff. Pay scholars admissible.
Lancing *Sussex.*	Rev. N. Woodard, as Founder of St. Nicolas Col.	1848.	Opening of School	A Grammar School in connexion with the Society of St. Nicolas College, for the education of sons of clergymen and other gentlemen in accordance with the doctrines of the Church of England.
Hurstpierpoint *Sussex.*	Rev. N. Woodard, as Founder of St. Nicolas Col.	1849.	Opening of School	A Public School in connexion with the Society of St. Nicolas College, for the education of sons of substantial tradesmen, farmers, clerks, and others of similar station in accordance with the doctrines of the Church of England.
Hammersmith Godolphin *Midd.* School.	Hon. Charles Godolphin (by deed, 1703.)	1852.	Scheme of Court of Chancery.	Original trust for education and maintenance of poor scholars, placing out children to trades, and other charitable uses. By scheme 30 foundationers, on nomination of founder's heirs, to be instructed gratuitously.
Whitechapel *Midd.* Foundation School.	Founded under Scheme of Court of Chancery.	1854.	Scheme	A school for boys of all religious denominations residing in St. Mary, Whitechapel, to be taught the principles of Christianity, reading, writing, arithmetic, Latin, French, German, and other languages, arts and sciences.

Victoria—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
Guildford - *Surrey* Archbp. Abbot's Sch.	Founded under scheme of Court of Chancery.	A.D. 1855.	Scheme - - -	A middle class schoool for instruction of 30 free boys, sons of residents in the borough, as well as of other boys of the age of 7 years and upwards, whose parents or guardians reside in the borough, on a graduated scale of payments, from 2*s.* for sons of labourers and journeymen, to 20*s.* a quarter; not to remain after 14 years of age. Instruction in English subjects, book-keeping, land surveying, &c.
Faversham *Kent.* Commercial Sch.	Founded under scheme of Court of Chancery.	1856.	Scheme - -	A Commercial or Middle School for instruction of boys of 8 years of age and upwards being resident in the borough of Faversham, in English subjects, navigation, land surveying, French, &c. Boys from part of the parish without the borough, and from any other parishes admissible. No boy to stay beyond 16 years of age. Fee not to exceed 3*l.* a year. Exhibitions to the Grammar School.
London - Stationers' School.	Stationers Co. under scheme of Court of Chancery.	1858.	Scheme - -	To furnish at as small a charge as possible a liberal and useful education preferentially to sons of liverymen and freemen of the Company, and also to other scholars admitted under sanction of Court of Assistants, without removing them from their parents. Instruction in English, Greek, Latin, French, German, Mathematics, Physical Science, &c. Fee 30*s.* a quarter.
Market Rasen *Linc.* De Aston School.	Founded under scheme of Court of Chancery.	1858.	Scheme - -	A Middle School, with graduate head and second masters appointed by Dean and Chapter of *Lincoln*, for instruction of such number of day scholars as can be accommodated, for not more than 4*l.* a year. Boarders admissible. Instruction in English subjects, Latin, Greek, French, Mathematics, &c.
Shoreham - *Sussex.*	Rev. N. Woodard, as Founder of St. Nicolas Col.	1858.	Opening of School -	A Lower Middle-class School in connexion with St. Nicholas College, for the education of sons of petty shopkeepers, skilled mechanics, and other persons of very small means, in accordance with the doctrines of the Church of England.
Bradfield - *Berks.* St. Andrew's College.	Rev. Thos. Stevens, Rector.	1859.	Founder's deed - -	A College, to consist of a Warden, a Head Master, an Organist, and 16 free boys, being either fatherless or sons of poor gentlemen or clergymen. Other boys admissible to the number of 153. Warden, Trustees, Head Master, Organist, and Assistant Masters to be communicants of the Church of England.
Wellington *Berks.* College.	Founded by public subscription.	1859.	Opening of College -	For the education of sons of deceased officers of the army of England and India.
Beverley *York, E.R.* Foundation School.	Founded under scheme of Court of Chancery 1854.	1861.	Opening of School -	For the instruction of boys of three parishes in Beverley, not to be admitted before 9 nor retained after 16 years of age. Boys from adjoining districts admissible. Instruction in English subjects, mathematics, science, &c., and rudiments of Latin. Fee not to exceed 10*s.* a quarter.
Trowbridge *Wilts.*	Rev. F. H. Wilkinson (by will).	1861.	Death of Founder -	First established during founder's lifetime as a Middle School. In his will described as a Grammar School.

Victoria—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of —	Purpose of Original Foundation.
Handsworth *Staff.*	Founded under scheme of Court of Chancery, 1859.	A.D. 1862.	Opening of School	A Middle School for all boys of 7 years and upwards, with preference to children of residents in the parish. Instruction in English subjects, mathematics, land surveying, &c., and Latin. Fee not exceeding 20*s.* a quarter.
Westminster St. Clement Danes.	Founded under Order of Court of Chancery, 1844.	1862.	Opening of School	A Commercial Grammar School for instruction of sons or wards of parishioners of St. Clement Danes, in grammar and other learning. Boys not to be admitted before 7 years of age, nor to remain after 16. Fee 15*s.* a quarter.
Great Yarmouth *Norf.*	Founded under scheme of Charity Commrs.	1862.	Scheme	A Grammar and Commercial School for the education of boys of the age of 8 years and upwards, with preference to sons of inhabitants of the parish of Great Yarmouth. Instruction in English, French, German, Latin, navigation, &c. &c. Fee not to exceed 6*l.* a year for sons of inhabitants, and 10*l.* for others.
North Tawton *Devon.*	Lord Portsmouth and others.	1864.	Founder's deed	A Middle School intended to supply the sons of farmers, tradesmen, and the middle classes generally, with a sound English education. Fees for day boys not more than 20*s.* a quarter, for boarders 21*l.* a year.
Cranley *Surrey* Surrey County Sch.	Subscription	1865.	Opening of School	Founded for the education of boys of the middle class on the Public School system. Instruction in English subjects, mathematics, &c., French and Latin.
Framlingham *Suff.* Albert Middle-class College.	Subscription	1865.	Opening of College	Founded for the education of boys of the middle classes in the county of Suffolk. Instruction in French, German, mathematics, rudiments of Latin, &c.

Schools of Unknown Date.

Bradley *Staff.*	Unknown	Unknown	- - - - -	By finding of an Inquisition under Com. Char. Uses, 1726, lands at Bradley were held from time immemorial for maintaining a schoolmaster for teaching youth and children of the parish freely, and for other purposes. Grammar and the classics by resolution in 1802.
Cartmel *Lanc.*	Unknown	Unknown	- - - - -	Described as "the Grammar School" in a paper dated 1696.
Church Eaton *Staff.*	Unknown	Unknown	- - - - -	Trusts of existing deeds are for an able scholar to teach young boys of Church Eaton in a Grammar School there. Styled "Free Grammar School" by Com. Char. Uses, 1739.
Coleshill *War.*	Unknown	Unknown	- - - - -	Described as "the Free School" in decree of Com. Char. Uses, 1615.
Congleton *Chesh.*	Unknown	Unknown	- - - - -	A Grammar School (as described in first known benefaction, in 1708). The original terms are stated to have been for instruction of sons of burgesses in Latin and Greek, gratis.
†**Great Eccleston** Lane Head School. (Par. *St. Michael's upon Wyre*) *Lanc.*	Unknown	Unknown	- - - - -	No known instrument of foundation or endowment.
†**Glossop** *Derby.*	Unknown	Unknown	- - - - -	No known instrument of foundation.

Schools of unknown Date—*cont.*

Situation of School.	Founder.	Date of Establishment.	Date given is that of—	Purpose of Original Foundation.
Hanley Castle - *Worc.*	Unknown -	A.D. Unknown - - - - -		No known instrument of foundation. An inscription of 1733 says, "*Hæc "Schola a fundamentis instaurata "est a Jacobo Brooke, A.M., et ejus- "dem ludi magistro.*" By tradition a Grammar School, and described as a Free Grammar School in Bishop's licence to the masters.
Helston - *Corn.*	Unknown -	Unknown - - - - -		Payment made by Corporation to the "Grammar School."
Holywell - *Flint.*	Unknown -	Unknown - - - - -		No known instrument of foundation or endowment. Master stated in Char. Com. Rep. to have been always, with one exception, a classical scholar.
Howden *York, E.R.*	Unknown -	Unknown - - - - -		No known instrument of foundation, but the school is described by old tradition as a Free Grammar School.
Kibworth - *Leic.*	Unknown -	Unknown - - - - -		Early endowments ascertained by inquisitions in 1709 and 1710 respectively for a "Free School," and a "Free Grammar School."
Ledbury - *Here.*	Unknown -	Unknown - - - - -		No known instrument of foundation or endowment. Apparently by old repute a Grammar School.
Martley - *Worc.*	Unknown -	Unknown - - - - -		By tradition a Grammar School.
†**St. Michael's-upon-Wyre.** *Lanc.*	Unknown -	Unknown - - - - -		No known instrument of foundation. First trust deed (1808) is for a schoolmaster or mistress teaching in the township of Upper Rawcliffe with Tarnacre.
Northallerton - *York, N.R.*	Unknown -	Unknown - - - - -		By tradition a Grammar School, with four poor scholars of the parish free.
Saltash - *Corn.*	Unknown -	Unknown - - - - -		By repute a Grammar School.
Sedgefield - *Durh.*	Unknown -	- - - - - - - - -		No known instrument of foundation. A recent bequest includes Latin, if the master can teach it.
Welshpool *Montg.*	Richard Tudor (by will, date unknown).	- - - - - - - - -		Schoolmaster to teach a Grammar or Latin School, and teach 10 poor boys, natives and inhabitants of the town of Pool.
†**Wetheral** - *Cumb.* Scotby School.	Unknown -	Unknown - - - - -		No known instrument of foundation.
Whicham and Millom. *Cumb.*	Unknown -	Unknown - - - - -		A Free Grammar School in Whicham for parishes of Whicham and Millom.
Wragby *York. W.R.*	Unknown -	Unknown - - - - -		Payment from Duchy of Lancaster, apparently for a Grammar School.

APPENDIX V.

LIST of ENDOWED GRAMMAR and other SECONDARY SCHOOLS, arranged in REGISTRAR-GENERAL'S DIVISIONS and COUNTIES, with TABULATED INFORMATION showing their PRESENT CONDITION.

1. THE following List contains all the Endowed Schools which have come within the immediate scope of the Commission. With a view to greater completeness, the Nine Schools which were the subject of inquiry under a previous Commission have been added.

2. The arrangement followed is that of the Registrar-General's Divisions of the Country; subordinately to this, each County is exhibited separately, and within the limits of each County the order of the Schools is alphabetical.

3. The information given concerning the present condition of the Schools (with the exception of the Nine already referred to) is derived mainly from the returns furnished by the authorities in reply to the printed inquiries of the Commissioners; but much aid in the compilation has also been obtained from the Reports of the Assistant Commissioners, which have served throughout for purposes of corroboration and correction.

4. The facts stated are arranged under the following heads:—

i. Under the title "Situation of School" is given, in thick type, the name of the City, Town, Parish, or Township which best defines the locality, and which in most cases forms part of the familiar name of the School. In the case of a Township, or other Subdivision of a Parish (not being a Town as defined in the Census), the name of the Parish is subjoined in italics.

ii. The Population, taken from the Census of 1861, is that of the place whose name is given in thick type in the first column. In the London Division no separate populations are given.

iii. The Date of Establishment is inserted from the "Chronological List," pp. 37–90, and furnishes a ready means of reference to that List.

iv. The "Gross Income of whole Charity," that is, the Gross Income of the School, or, in the case of a mixed Trust, of the Charity to which the School is attached, is usually the amount for some one of the years 1864–7, according to the date of our most recent information; sometimes, if so returned, it is an average of several years. As many of the trusts embrace other charitable objects besides the support of the Schools, many of the amounts appearing under this head are only partially applicable to Educational purposes. In the case of a School whose maintenance is charged upon the general revenues of a Cathedral, College, or City Company, or where for some similar reason no specific sum can be entered as representing the Gross Income, this column contains the *net* income as given in the succeeding column, enclosed in square brackets [ ].

v. In estimating, from the figures under the last head, the net Annual Value of the School Endowments, all charges for Management and for Repairs, Insurance, Rates, and Taxes, in connexion not only with the property from which the Income is derived, but also with the School premises and Master's house (if any), have been deducted, as well as any annual charge on account of sinking fund, or interest for borrowed money. This column, therefore, represents the disposable balance supplied by the Endowment, after all necessary expenses incidental to the maintenance of property and fabric have been defrayed. All Scholarships or Exhibitions which form part of the general Endowment are included under this head.

vi. "Separate Exhibitions" are such as do not form part of the general Endowment, but are derived from property held upon separate and distinct trusts, usually by a distinct body of Trustees (as, for instance, the Society

of a College at Oxford or Cambridge,) but for the benefit, whether absolute or preferential only, of the particular School.

Where part of the general Endowment is for Exhibitions, the fact is noticed in a foot note.

The result of this arrangement is, that the amounts which appear under the title of "Separate Exhibitions" are altogether independent of, and in addition to, the amounts appearing in the preceding column of "School Endowment."

vii. It follows, from the foregoing explanation, that if there is a House (that is, a House belonging to the School,) for the Master, it may be regarded as free of Rent, Repairs, Insurance, Rates, and Taxes. A school building is presumed throughout, unless the entry is "No buildings."

viii. In the column relating to the Degree, &c. of the Master, no distinction has, in ordinary cases, been drawn among graduates between clergymen and laymen; but where a Master is a clergyman, but has not been ascertained to be a graduate, he is entered as a "Clerk."

ix. The "Character" of a School is determined by the Subjects of Instruction actually taught.

By *classical* Schools are meant such as include Latin and Greek in their regular course of study.

By *semi-classical* Schools are meant such as include Latin in their regular course but exclude Greek, either altogether or in all but exceptional cases, or teach merely the rudiments of the language.

By *non-classical* Schools are meant such as exclude Latin and Greek from their regular course, or teach merely the rudiments of Latin.

Schools which are now merely places for the primary instruction of the labouring classes and of others on the same social level are designated *elementary*. The distinction between non-classical and elementary Schools is often very slight, especially in the North of England.

x. The distinction by Grades has reference to the ages only of the actual scholars.

The term *first grade* implies that the School has at least 10 per cent. of its whole number of scholars above the age of 16 years, the number given by that per-centage not being less than 4.

The term *second grade* implies that the School, not being qualified for the first grade, has at least 10 per cent. of its whole number of scholars above the age of 14 years, the number given by that per-centage not being less than 4.

If not qualified for the first or second grade, a School is entered as of the third grade, unless it has fallen into the class designated Elementary.

xi. The numbers of Boarders and Day Scholars, and the Totals produced by the combination of the two, as here stated, are those supplied for some one period between 1864 and the end of 1867.

5. At the end of the List follows a set of "County and Divisional Summaries," showing the amount of the Endowments now applied to different kinds of Schools, and the numbers of scholars in those Schools. On the left-hand page the Schools are classified according to the subjects of instruction now taught in them (*supra*, 4. ix.); on the right-hand page according to the age of the scholars (*supra*, 4. x.).

Separate departments of Schools have been treated as separate Schools, and the endowment both gross and net apportioned.

The scholars at Schools designated "Elementary" are not entered.

In these Summaries may be seen at a glance the total revenues of (1) Separate Counties, pp. 126–45, (2) Separate Divisions, pp. 146–9, and (3) the whole of England and Wales, pp. 150–1.

The Nine Schools which came under a previous Commission are not included in these Totals.

The Divisions and Counties occur in the following order:

I.—London Division, pp. 93–4.
Middlesex (*part of*).
Surrey (*part of*).
Kent (*part of*).

II.—South-eastern Division, pp. 95–6.
Kent (*part of*).
Surrey (*part of*).
Sussex.
Hants.
Berks.

III.—South Midland Division, pp. 97–9.
Middlesex (*part of*),
Herts.
Bucks.
Oxon.
Northampton.
Hunts.
Cambs.
Beds.

IV.—Eastern Division, pp. 100–1.
Essex.
Suffolk.
Norfolk.

V.—South-western Division, pp. 102–3.
Wilts.
Dorset.
Somerset.
Devon.
Cornwall.

VI.—West Midland Division, pp. 104–7.
Gloucester.
Hereford.
Salop.
Stafford.
Worcester.
Warwick.

VII.—North Midland Division, pp. 108–11.
Leicester.
Rutland.
Lincoln.
Nottingham
Derby.

VIII.—North-western Division, pp. 111–5.
Cheshire.
Lancashire.

IX.—Yorkshire Division, pp. 116–9.
West Riding.
East Riding.
North Riding.

X.—Northern Division, pp. 120–3.
Durham.
Northumberland.
Cumberland.
Westmorland.

XI.—Welsh Division, pp. 124–5.
Monmouth.
South Wales.
North Wales.

London Division.

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.*
Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House.
Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and Population.	Situation of School.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowments.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
I.—LONDON. *MIDDLESEX* (*Part of*). Pop. 2,030,814.	**The City**	A.D.	£	£	£							
	(1) Allhallows, Barking Tower Hill School.	1686	414	? 414	0	House -	M.A.	Semi-cl.	2nd	0	60	60
	(2) [Charterhouse -	1611	22,750 about	8,000 about	*	- - -	LL.D.	Classical	1st	—	—	138]
	(3) Christ's Hospital - (*a*) London -	1553	56,000 about	42,000 about	*	Houses, &c.	D.D.	Classical	3rd	775	0	775
	(*b*) Hertford -				*	Houses, &c.	M.A.	Semi-cl.	3rd	449	0	449
	(4) City of London Sch.	1834	3,406	900	719†	No house	M.A.	Classical	2nd	0	641	641
	(5) Mercers' School -	1542	[1000] about	‡1,000	0	House -	M.A.	Classical	1st	0	70	70
	(6) [Merchant Taylors' School.	1561	[2000]	2,000 about	3,330	- - -	D.C.L.	Classical	1st	—	—	258]
	(7) Neale's Foundation School.	1715	147	147	0	No house	- -	Semi-cl.	3rd	0	28	28
	(8) St. Lawrence, Jewry.	1693	333	—	327	Exhibitions only.		No School.				
	(9) [St. Paul's School	1510	9,550	7,500	131**	Houses -	D.D.	Classical	1st	0	153	153]
	(10) Stationers' School, Bolt Court, Fleet Street.	1858	332	384	0	House -	M.A.	Semi-cl.	2nd	0	150	150

* Exhibitions accounted for in School Endowment. ** Besides others accounted for in School Endowment.
† Of which 116*l.*, besides 200*l.* accounted for in School Endowment, is tenable at the School.
‡ Income not defined. Regarded by the Mercers' Company as Proprietary.

London Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House.
Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and County.	Situation of School.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholar.	Total Scholars.
		A.D.	£	£	£							
LONDON. *MIDDLESEX* —cont.	**Hackney.** Orchard Street	1807	140	115	0	House	- -	Non-cl.	3rd	0	141	141
	Hammersmith. Godolphin School	1852	500	425	*	House	M.A.	Classical	1st	40	140	180
	Islington. Lady Owen's School	1613	1,938	656	0	House	- -	Non-cl.	3rd	0	120	120
	Stepney. St. Dunstan's, Coopers' School.	1552	2,625	900	0	House	- -	Semi-cl.	2nd	0	200	200
	Stratford-le-Bow. St. Mary's, Sir John Jolle's School.	1617	27	27†	0	- - -	- -	Elementary		0	65	65
	Westminster. (1) St. Peter's College	1560	[1515]	1,515	1,247	- - -	B.D.	Classical	1st	—	—	148]
	(2) Palmer's School	1656	2,352	170	0	- - -	- -	Elementary		0	23	23
	(3) Hill's School	1817	592	125	0	House	B.A.	Non-cl.	3rd	0	35	35
	(4) St. Clement Danes	1862	3,950	443	0	House	M.A.	Semi-cl.	2nd	0	110	110
	(5) St. Martins-in-the-Fields; Tenison's School.	1697	76	88	0	House	Clerk	Semi-cl.	2nd	0	98	98
	Whitechapel. Foundation Commercial School.	1854	680	504	0	No house	L.L.B.	Semi-cl.	2nd	0	230	230
SURREY (*Part of*). Pop. 579,748.	**Camberwell** - -	1615	220	220	0	No buildings.	- -	School in abeyance.				
	Dulwich. (1) Upper School	1619	16,829	1460	*	- - -	D.D.	Classical	2nd	25	105	130
	(2) Lower School			1574	0	- - -	M.A.	Semi-cl.	2nd	11	82	93
	Lambeth - -	1672	59	27	0	No buildings.	- -	Income paid to National School.				
	Southwark. (1) St. Saviour's	1562	414	365	*	House	M.A.	Classical	2nd	0	109	109
	(2) St. Olave's and St. John's (*a*) Upper School	1571	4,605	2,413	*	Houses	M.A.	Semi-cl.	3rd	0	190	190
	(*b*) Lower School							Non-cl.	3rd	0	281	281
KENT (*Part of*). Pop. 193,427.	**Deptford.** St. Nicholas - -	1672	8	8	0	- - -	- -	United with Benevolent Institution.				12
	Lewisham - -	1656	[209]	209‡	*	House	M.A.	Classical	1st	13	58	71
	New Cross. Royal Naval School	1833	652	615¶	39	House	D.D.	Classical	1st	203	0	203

* Exhibitions accounted for in School Endowment.
† The Drapers Company increase this to 54*l.* 12*s.*
‡ This is the amount specified in the scheme of management.
¶ Supported further by donations and subscriptions. Income stated is without deductions for repairs, &c.

South-Eastern Division.

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
II. SOUTH-EASTERN.	**Ashford**	5,522	A.D. 1638	£ 30	£ 30	£ 0	House	M.A.	Classical	2nd	13	28	41
	Biddenden	1,412	1566	20	20	0	Site and income applied to National School.						
KENT (Part of). Pop. 540,400.	**Canterbury**												
	(1) King's Sch.	21,324	1541	[729]	729†	350	House	D.C.L.	Classical	1st	52	39	91
	(2) Clergy Orphan Sch.	„	1749	3,770	1,350	120	Buildings	M.A.	Classical	2nd	35	0	35
	Cranbrook	4,128	1574	219	156	*	House	M.A.	Classical	1st	43	19	62
	Dartford	5,314	1576	7	7	0	New buildings.	M.A.	School re-opening.				
	Faversham.												
	(1) Gram. Sch.	5,858	1575	331	317	120	No house	B.A.	Classical	2nd	0	14	14
	(2) Commercial School.	„	1856	2,518	165	0	House	- -	Semi-cl.	3rd	0	96	96
	Goudhurst	2,778	1670	35	35	0	No buildings.	School in abeyance.					
	Leybourne	289	1775	111	94	0	House	- -	Non-cl.	3rd	0	70	70
	Maidstone	23,016	1549	62	61	90	House	M.A.	Classical	1st	8	46	54
	Malling, East.	1,974	1782	111	94	0	House	- -	Non-cl.	2nd	0	70	70
	Rochester.												
	(1) Cath. Sch.	16,862	1541	[723]	723	252	House let	M.A.	Classical	1st	34	41	75
	(2) Math. Sch.	„	1701	771	548	0	Houses	M.A.	Semi-cl.	3rd	0	66	66
	Sandwich	2,944	1566	40	30	0	House		School in abeyance.				
	Sevenoaks	4,695	1432	925	260	140	House	M.A.	Classical	2nd	0	57	57
	Sutton Valence.	1,056	1576	39	39‡	220	House	M.A.	Classical	1st	34	7	41
	Tenterden	3,762	1521	80	79	0	House let	Income paid to Church Schools.					
	Tonbridge	5,919	1553	3,614	2,643	113**	House, &c.	D.C.L.	Classical	1st	122	50	172
	Wye	1,594	1447	16	16	0	Part of "College."	- -	School closed.				
SURREY (Part of). Pop. 251,345.	**Blechingley**	1,601	1566	25	21	0	House	- -	Non-cl.	3rd	29	38	67
	Cranley	1,393	1865	Buildings only.			House	M.A.	Semi-cl.	2nd	150	3	153
	Croydon	20,325	1599	3,350	500	0	About to be re-established.						
	Farnham	3,926	1611	22	22	0	House	Cert.	Semi-cl.	3rd	15	35	50
	Guildford.												
	(1) Gram. Sch.	8,020	1509	80	73	42	House	D.D.	Classical	1st	78	33	111
	(2) Abbot's	„	1855	200	190	0	House	Cert.	Non-cl.	3rd	0	79	79
	Kingston on Thames.	9,790	1561	100	90	0	House	M.A.	Classical	2nd	6	42	48
	Reigate	9,975	1675	200	179	30	House	M.A.	Classical	2nd	8	28	36
SUSSEX Pop. 363,735.	**Chichester.**												
	(1.) Prebendal Sch.	8,059	1497	75	75¶	0	House	M.A.	Classical	2nd	0	14	14
	(2.) Whitby's Sch.	„	1704	1,650	1,450	0	House	- -	Non-cl.	3rd	46	0	46
	Cuckfield	3,539	1521	28	28	0	No house	Income paid to National School.					
	East Grinstead.	4,266	1708	41	41	0	No buildings.	- -	Non-cl.	3rd	0	40	40
	Hastings												
	(1) Parker's Sch.	22,910	1619	229	206	0	No house	- -	Non-cl.	3rd	0	70	70
	(2) Saunders' Sch.	„	1708	203	91	0	No house	- -	Non-cl.	3rd	0	72	72
	Horsham	6,747	1532	541	360‖	0	Houses	- -	Non-cl.	3rd	0	80	80

† Sum actually spent by Dean and Chapter in 1864. * Exhibitions accounted for in School Endowment.
‡ The Clothworkers' Company expend about 270*l.* a year beyond the endowment, and offer scholarships worth 216*l.* a year. ** Besides Exhibitions accounted for in School Endowment, and second preferences to other Exhibitions. ‖ Amount actually spent by Mercers Company. ¶ Income of Prebend of Highleigh.

South-Eastern Division—*continued.*

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
SOUTH-EASTERN.	**Hurstpierpoint.**	2,556	1849	Buildings only.				D.D.	Classical	1st	324	7	331
SUSSEX—cont.	**Lancing** -	950	1849	Buildings only.				M.A.	Classical	1st	126	0	126
	Lewes - -	9,716	1512	99	99	0	House -	B.C.L.	Classical	2nd	10	13	23
	Midhurst -	1,340	1672	33	33	0	House -		School in abeyance.				
	Rye - - -	4,288	1638	116	100	0	No house	- -	Non-cl.	3rd	0	60	60
	Shoreham -	3,633	1858	Buildings only.				M.A.	Semi-cl.	2nd	274	5	279
	Steyning -	1,620	1614	105	77	0	House -	- -	Semi-cl.	2nd	18	29	47
SOUTH-AMPTON. Pop. 481,815.	**Alresford, New.**	1,546	1696	75	75	0	House -	- -	Non-cl.	2nd	22	32	54
	Alton - -	3,286	1640	91	69	0	House -	- -	Semi-cl.	2nd	12	24	36
	Andover -	5,221	1569	[20]	20	0	House -	M.A.	Semi-cl.	3rd	0	16	16
	Basingstoke	4,654	Hen.8	240	60	0	House -	M.A.	Classical	2nd	13	13	26
	Bishop's Waltham.	2,267	1679	50	50	0	No buildings.	- -	Non-cl.	3rd	0	12	12
	Godshill. *I. of W.*	1,215	1604	40	36	0	House -	M.A.	§Elementary.				
	Holybourn -	643	1722	178	145	0	House -	- -	Non-cl.	3rd	0	56	56
	Lymington -	2,621	1668	17	17	0	No buildings.	Income paid to National School.					
	Newport. *I. of W.*	7,934	1614	135	116	0	House -	M.A.	Semi-cl.	3rd	0	26	26
	Petersfield -	5,655	1722	831	778	0	House -	- -	Non-cl.	3rd	16	7	23
	Portsmouth	94,799	1733	335	277	0	House -	B.A.	Classical	3rd	0	20	20
	Ringwood -	3,751	1587	35	33	0	No buildings.	Income paid to National School.					
	Southampton.	46,960	1553	178	178	0	House -	B.A.	Classical	2nd	16	83	99
	[**Winchester**	14,776	1387	17,000 about.	15,000	2,000	College -	M.A.	Classical	1st	258	0	258]
BERKS - Pop. 176,256.	**Abingdon** -	5,680	1562	275	270	250	House -	D.D.	Classical	1st	18	50	68
	Bradfield -	1,167	1859	0	0	30	House -	M.A.	Classical	1st	109	0	109
	Childrey -	504	1526	13	13	0	House let	- -	Elementary		0	22	22
	Hungerford	2,031	1653	22	20	0	House -	- -	Semi-cl.	2nd	31	15	46
	Newbury -	6,161	1677	836	164	0	House -	M.A.	Semi-cl.	2nd	8	27	35
	Pangbourne	753	1685	40	25	0	House -	trained	Mixed elementary.				68
	Reading -	25,045	Hen.7	50	50	23‡	No house	- -	School closed.				
	Wallingford	2,793	1672	26	26	0	No buildings.	- -	School in abeyance.				
	Wantage -	3,064	1597	585	80	0	- - -	- -	Classical	2nd	9	12	21
	Wellington College. (*Wokingham.*)	—	1859	0	0	774†	College -	B.D.	Classical	1st	270	0	270

§ Under Government inspection.
‡ School will be entitled to two Scholarships of the anticipated value of 100*l.* a year each at St. John's College, Oxford, on conversion of certain Fellowships.
† Chiefly tenable at the College.

South Midland Division.

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III. SOUTH MIDLAND.			A.D.	£	£	£							
MIDDLESEX (Part of).	**Edmonton** -	10,930	1606	649	450	0	House -	- -	Non-cl.	3rd	0	67	67
Pop. 175,671.	**Enfield** -	12,424	1507	281	209	0	House -	- -	Non-cl.	2nd	0	77	77
	Hampton -	5,355	1556	528	475	0	House -	M.A.	Non-cl.	3rd	0	223	223
	[**Harrow** -	5,525	1571	1,050	1,050	305	House, &c.	D.D.	Classical	1st	—	—	515]
	Highgate - (Par. *Hornsey.*)	4,547	1565	875	391	*	House, &c.	D.D.	Classical	1st	52	100	152
	Tottenham	13,240	1686	159	128	0	House -	- -	Non-cl.	3rd	0	88	88
HERTFORD.	**Aldenham** -	1,769	1590	4,597	3,600 about	*	House -	M.A.	Classical	1st	73	0	73
Pop. 173,280.	**Berkhampstead.**	3,631	1545	1,329	1,246	†	Houses -	M.A.	Classical	1st	13	36	49
	Bishop Stortford.	4,673	1579	10	10	0	Rented -	Clerk	Classical	1st	49	21	70
	Caddington Markyate Street School.	1,851	1666	71	22	0	Rented -	Curate	Elementary.				
	Chipping Barnet.	2,989	1573	54	27	0	House -	- -	Non-cl.	3rd	0	10	10
	Hertford -	6,769	1664	40	30	0	House -	B.A.	Classical	2nd	0	30	30
	Hitchin -	6,330	1639	145	101	0	House -	- -	Semi-cl.	2nd	9	23	32
	Buntingford (Par. *Layston.*)	998	1633	49	39	0	House -	- -	Non-cl.	3rd	0	8	8
	St. Alban's -	7,675	1569	147	120	0	No house	M.A.	Classical	1st	10	23	33
	Stanstead Abbots.	980	1635	20	20	0	House -	- -	Elementary.				
	Stevenage -	2,352	1558	43	43‡	0	House -	- -	Semi-cl.	3rd	3	18	21
	Ware (1) Gram. Sch.	5,002	1612	50	50	0	No house	Clerk	Non-cl.	2nd	0	10	10
	(2) Wareside School.	„	1633	5	5	0	House -	- -	Semi-cl.	3rd	8	7	15
BUCKINGHAM.	**Amersham** -	3,550	1624	190	155	0	House -	B.A.	Classical	2nd	5	17	22
Pop. 167,993.	**Aylesbury** -	6,168	1687	607	254	0	House -	M.A.	Classical	2nd	0	28	128
					135	0	House -	- -	Non-cl.	3rd	0	100	
	Beachampton.	272	1653	70	70	0	House -	- -	Elementary.				
	Buckingham	3,849	Ed.6.	10	9	0	House -	Cert.	Semi-cl.	2nd	2	26	28
	[**Eton** - -	2,840	1441	20,569	17,000 about	600	College -	M.A.	Classical	1st	—	—	804]
	High Wycombe.	4,221	1562	679	227	0	House -	M.A.	Semi-cl.	2nd	2	37	39

* Exhibitions accounted for in School Endowment.
† 120*l.* expected, besides a like amount from School Endowment.
‡ To which 50*l.* is added by Trinity College, Cambridge.

South Midland Division—*continued.*

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			A.D.	£	£	£							
SOUTH MIDLAND. *OXFORD* Pop. 170,944.	**Bampton**	2,863	1639	36	36	0	House	-	Semi-cl.	3rd	11	14	25
	Burford	1,040	1571	368	132	0	House		School in abeyance.				
	Charlbury	3,074	1675	40	40	8	House	-	Non-cl.	3rd	16	30	46
	Chipping Norton.	3,137	1547	17	17	0	No house	Cert.	§ Elementary.		0	64	64
	Cropredy	2,478	1575	39	35	0	House	Cert.	§ Mixed Elementary.				155
	Dorchester	1,097	1652	10	10	0	House	Cert.	§ Elementary.		0	45	45
	Ewelme	684	1437	1,212	0*	0			School in abeyance.				
	Henley-on-Thames.	3,419	1604	304	47 216	0 0	Rented House	D.C.L.	Classical Non-cl.	2nd 2nd	50 0	25 54	129
	Oxford (1) Cathedral School.	27,560	1546	[60]	60‡	0	Rooms	M.A.	Classical	1st	0	29	29
	(2) Magd. Coll. School.	„	1480	[216]	216‡	0	House	D.C.L.	Classical	1st	63	28	91
	Steeple Aston	736	1648	29	29	7	House	Cert.	§ Mixed Elementary.				88
	Thame	2,917	1575	659	300	0	House	D.C.L.	Semi-cl.	3rd	0	6	6
	Watlington	1,938	1664	15	15	0	No house	-	Elementary.		0	42	42
	Witney	3,458	1668	63	55	0	House	M.A.	Semi-cl.	2nd	12	17	29
	Woodstock	1,201	1585	68	65	0	House	M.A.	Semi-cl.	2nd	0	15	15
NORTHAMPTON. Pop. 227,704.	**Abthorpe**	541	1649	8	8	0	-	-	§Elementary.		0	50	50
	Aynhoe	595	1654	20	20	8	House	-	Semi-cl.	3rd	0	8	8
	Blakesley	777	1669	143	50†	0	House	-	Non-cl.	3rd	0	33	33
	Brackley. Magd. Coll. Sch.	2,239	1547	[100]	100‡	0	House	M.A.	Semi-cl.	3rd	8	25	33
	Burton Latimer.	1,858	1581	55	55	0	-	-	Non-cl.	3rd	0	63	63
	Clipstone	877	1667	375	110	0	Rooms	M.A.	Non-cl.	3rd	0	45	45
	Courteenhall	162	1672	100	100	0	House	-	Semi-cl.	3rd	0	35	35
	Daventry	4,124	1576	60	60	0	House	B.A.	Semi-cl.	2nd	0	18	18
	Fotheringhay.	246	Eliz.	20	19	0	Let	-	Income paid to Village School.				
	Guilsborough.	996	1668	80	80	0	House	M.A.	Semi-cl.	1st	8	20	
	Harrowden, Little.	679	1661	32	32	0	-	-	Elementary.		0	65	65
	Higham Ferrers.	1,152	1422	10	10	0	House	-	Non-cl.	2nd	0	40	40
	Kettering	5,498	1681	320	84	0	House	-	Classical	2nd	4	48	52

* Temporary arrangement under scheme of Court of Chancery.
§ Under Government inspection.
† Until repayment of debt for buildings.
‡ Sum actually paid by College.

South Midland Division—*continued.*

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SOUTH MIDLAND. *NORTHAMPTON*—cont.	**Northampton.**	32,813	A.D. 1541	£ 304	£ ?304*	£ 0	- - -	- -	School in abeyance.				
	Oundle -	2,450	1556	[420]	420†	154‡	House -	D.D.	Classical	1st	80	41	121
	Peterborough. Cathed. School.	11,735	1541	[400]	400	60	House -	M.A.	Classical	1st	14	44	58
	Towcester -	2,417	1552	71	62	0	House -	Clerk	Non-cl.	3rd	0	22	22
	Wellingborough.	6,067	1596	537	129 172	0 0	No house No house	M.A. - -	Semi-cl. Non-cl.	2nd 3rd	7 0	29 98	134
HUNTINGDON. Pop. 64,250.	**Godmanchester.**	2,438	1561	24	24	0	No house	- -	Elementary.		0	57	57
	Huntingdon	3,816	Hen.2	462	100	17	House -	M.A.	Semi-cl.	2nd	10	6	16
	Kimbolton -	1,661	1600	229	169	0	House -	M.A.	Semi-cl.	2nd	5	19	24
	Ramsey -	2,354	1656	227	150	0	House -	B.A.	Semi-cl.	3rd	4	70	74
BEDFORD - Pop. 135,287.	**Bedford.** (1) Grammar School.	13,413	1566	13,121	2,898	640	Houses -	M.A.	Classical	1st	40	154	194
	(2) Commercial Schl.				1,282	0	House -	- -	Semi-cl.	2nd	0	320	320
	(3) Preparatory Sch.				492§	0	No house	-	Non-cl.	3rd	0	237	237
	Houghton Conquest.	784	1632	16	16	0	House -	- -	Mixed Elementary.				
CAMBRIDGE Pop. 176,016.	**Cambridge** -	26,361	1615	2,464	563	0	Houses -	M.A.	Classical	1st	0	105	105
	Cheveley -	607	1568	122	73	0	House -	- -	Non-cl.	3rd	0	61	61
	Ely - -	7,428	1541	[400]	400‖	0	House -	M.A.	Classical	1st	11	29	40
	March - -	3,600	1696	872	57	0	Rented -	- -	Semi-cl.	2nd	4	25	29
	Wisbech -	9,276	1549	121	119	210	House -	Clerk	Classical	2nd	11	30	41

* Portions of the property ordered to be sold; net income not ascertainable.
† Amount actually expended by Grocers Company, besides repairs, &c.
‡ And a second preference to 70*l.* more.
§ There are also National and Infant Schools supported at a cost of about 94*l.* a year.
‖ Amount actually expended by Dean and Chapter, who also offer an Exhibition of 30*l.*

Eastern Division.

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			A.D.	£	£	£							
IV. EASTERN *ESSEX.* Pop. 404,851.	**Bardfield, Great.**	1,065	1661	10	10	0	School in abeyance.						
	Braintree -	4,305	1702	20	20	0	School in abeyance.						
	Brentwood -	2,811	1558	1,482	574	*	House -	D.D.	Classical	2nd	46	44	90
	Chelmsford -	5,513	1551	528	417	*	House -	M.A.	Classical	1st	5	42	47
	Chigwell -	2,676	1629	436	325	†	House -	- -	Semi-cl. Elementary.	3rd	0	21	21
	Coggeshall - Hitcham's Sch.	3,116	1653	‡	136	0	House -	- -	Non-cl.	2nd	0	36	36
	Colchester -	23,809	1584	194	106	0	House -	D.C.L.	Classical	2nd	17	36	53
	Dedham -	1,734	1575	379	325	76	House -	M.A.	Classical	1st	48	20	68
	Earl's Colne	1,540	1519	242	205	0	No house	- -	Non-cl.	3rd	0	25	25
	Elmdon -	731	1559	26	22	0	Income applied to National School.						
	Felsted -	1,804	1564	1,040	1,111	0	Houses -	M.A.	Classical	1st	94	1	95
	Gray's Thurrock.	2,209	1706	171	140	0	House -	- -	Semi-cl.	3rd	0	110	110
	Halstead -	5,707	1594	175	100	0	House -	M.A.	Classical	3rd	14	23	37
	Maldon -	4,785	1621	54	52	*	No house	M.A.	Semi-cl.	2nd	10	0	10
	Newport -	836	1536	314	255	0	No house	- -	Semi-cl.	2nd	5	44	49
	Saffron Waldon.	5,474	1525	100	99	0	No house	B.A.	Semi-cl.	3rd	1	15	16
	Walthamstow.	7,137	1541	46	30	0	House -	- -	Non-cl.	3rd	0	16	16
SUFFOLK - Pop. 337,070.	**Beccles** -	4,266	1712	250	184	0	No buildings.	M.A.	Classical	2nd	22	10	32
	Botesdale - (Par. *Redgrave.*)	580	1576	28	24	0	House -	M.A.	Non-cl.	3rd	0	6	6
	Boxford -	986	1596	42	40	0	House -	M.A.	Elementary.		0	8	8
	Brandon -	2,203	1664	57	50	0	House -	- -	Non-cl.	3rd	5	20	25
	Bungay -	3,805	1592	76	43	0	House -	B.A.	Classical	2nd	22	17	39
	Bury St. Edmunds.												
	(1) Gram. Sch.	13,318	1550	705	590	54**	House -	M.A.	Classical	1st	26	34	60
	(2) Comm. Sch.	„	1842	2,350	320	0	No house	- -	Semi-cl.	2nd	0	124	124
	Cavendish -	1,301	1696	105	84	0	House -	- -	Semi-cl.	2nd	15	21	36
	Debenham. Hitcham's Sch.	1,488	1653	‡	125	0	House -	- -	Non-cl.	3rd	0	84	84
	Eye - - -	2,430	1566	40	36	0	House -	B.D.	Non-cl.	3rd	0	36	36
	Framlingham.												
	(1) College -	2,252	1865		Buildings only.			Clerk	Semi-cl.	2nd	310	0	310
	(2) Hitcham's Sch.	„	1653	2,009	200	0	No house	B.A.	Semi-cl.	3rd	0	100	100
	Gislingham -	623	1636	18	17	0	Cottage -	- -	Elementary		0	9	9
	Ipswich.												
	(1) Gram. Sch.	37,950	Hen. 8	109	109 ‖	147	House, &c.	LL.D.	Classical	1st	45	58	103

* Share in an Exhibition of 6*l.* a year.
‡ See Framlingham, Hitcham's School.
† Fund of 207*l.* accumulated for Exhibitions.
** Besides 220*l.* included in School Endowment.
‖ All expended on rent of buildings, which are not the property of the School.

Eastern Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House.
Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and County	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
EASTERN.	**Ipswich**		A.D.	£	£	£							
SUFFOLK—cont.	(2) Christ's Hospital	37,950	1782	873	605	0	House	- -	Non-cl.	2nd	20	0	128
					88	0	House	- -	Non-cl.	3rd	0	108	
	Lavenham -	1,823	1647	21	20	0	House	- -	Non-cl.	3rd	0	18	18
	Lowestoft (1) Arnott's Sch.	10,663	1571	16	12	0	No house	- -	§ Elementary		0	130	130
	(2) Wilde's Sch.	„	1754	208	125	0	House	- -	Non-cl.	3rd	0	80	80
	Needham Market.	1,377	1632	73	60	0	House	M.A.	Semi-cl.	3rd	9	37	46
	Stradbroke -	1,537	1587	35	17	0	No house	Cert.	Non-cl.	3rd	0	40	40
	Sudbury -	6,879	1491	140	0**	0	House	B.A.	Classical	2nd	0	17	17
	Thurlow, Little.	369	1618	30	30	0	House	- -	Non-cl.	3rd	3	23	26
	Tuddenham	413	1723	90	50	0	House	- -	Mixed Elementary.				
	Woodbridge	4,513	1662	3,500	390	0	House	LL.D.	Semi-cl.	2nd	20	90	110
NORFOLK - Pop. 434,798.	**Attleburgh** -	2,221	1678	21	20	0	No buildings.	Income paid to Parochial School.					
	Aylsham -	2,388	1554	10	10	†	No buildings.	Income paid to National School.					
	Cromer -	1,367	1505	10	10‡	0	No house	Cert.	Non-cl.	3rd	0	70	70
	Feltwell -	1,553	1642	548	67	0	House	-	Income paid to National School.				
	Grimston -	1,300	1639	98	43	0	House	- -	Non-cl.	3rd	8	10	18
	Harleston -	1,302	1688	30	30	0	No buildings.	Income paid to National School.					
	Hingham -	1,605	1727	224	159	0	House	- -	Semi-cl.	2nd	5	18	23
	Holt - -	1,635	1555	585	323	*	House	B.D.	Classical	2nd	10	47	57
	King's Lynn	16,170	1520	0	0‡	21	House	M.A.	Classical	1st	20	25	45
	Massingham, Great.	934	1676	20	20	0	No buildings.	Income paid to Parochial School.					
	Norwich (1) Gram. Sch.	74,891	1547	1,558	662	†	House	- M.A.	Classical	1st	40	30	70
	(2) Comm. Sch.	„				0	No house	LL.B.	Semi-cl.	2nd	0	200	200
	(3) Norman's -	„	1720	803	621	0	House	- -	Non-cl.	3rd	0	64	64
	Snettisham -	1,173	1801	118	59	0	House	- -	Non-cl.	3rd	24	34	58
	Thetford -	4,208	1566	382	245	0	Houses	M.A.	Semi-cl.	2nd	6	19	25
	Walsham, North.	2,893	1606	305	206	0	House	M.A.	Semi-cl.	3rd	6	5	11
	Walsingham, Little.	1,069	1650	189	108	0	No house	- -	Non-cl.	3rd	0	14	14
	Wymondham	2,152	1550	253	60	†	House	B.A.	Semi-cl.	2nd	24	25	49
	Yarmouth, Great.	34,810	1862	943	340	0	No house	M.A.	Semi-cl.	2nd	14	63	77

† Share in two Parker Exhibitions, together 32*l.* per annum.
* Exhibition accounted for in School Endowment.
‡ The Corporation at Cromer expend 120*l.*, and at King's Lynn 110*l.* a year.
** Income absorbed by mortgage debt.
§ Under Government inspection.

South-Western Division.

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.*
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Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
V. SOUTH-WESTERN			A.D.	£	£	£							
WILTS. Pop. 249,311.	**Amesbury**	1,148	1677	96	56	0	House	- -	Non-cl.	3rd	0	16	16
	Calne	5,179	1664	50	50	0	House	Cert.	Non-cl.	3rd	6	42	48
	Marlborough (1) Gram. Sch.	3,684	1550	247	218	450	House	M.A.	Classical	1st	59	34	93
	(2) College	- -	1845	0	0	851	College	M.A.	Classical	1st	518	0	518
	Salisbury (1) Choristers'	12,278	1319	1,057	712	0	House	M.A.	Classical	2nd	12	15	27
	(2) Gram. Sch.	- -	1569	26	24	0	No house	School in abeyance.					
	Trowbridge	9,626	1861	60	60	0	No house	Clerk.	Non-cl.	3rd	0	19	19
	Warminster	3,675	1709	30	30	0	House	LL.D.	Semi-cl.	2nd	30	13	43
	West Lavington.	1,589	1542	60	60‡	0	House	M.A.	Non-cl.	3rd	0	60	60
	Wootton Bassett.	2,191	1696	23	23	0	Income paid to National School.						
DORSET Pop. 188,789.	**Blandford**	3,857	1521	406	150	0	House	M.A.	Classical	1st	37	18	55
	Milton Abbas S.												
	Broadwinsor	1,538	1733	25	25	0	House	- -	Non-cl.	3rd	3	25	28
	Dorchester	6,823	1579	171	101	0	House	M.A.	Classical	2nd	9	14	23
	Evershot	595	1628	75	70	0	House	- -	Non-cl.	2nd	0	47	47
	LittonCheney	501	1690	25	25	0	House	- -	Non-cl.	3rd	0	28	28
	Netherbury	1,875	1565	147	110	0	House	- -	Non-cl.	3rd	0	42	42
	Shaftesbury	2,497	1625	12	12	0	No house	School in abeyance.					
	Sherborne	5,523	1550	1,300	502	160†	House	M.A.	Classical	1st	150	37	187
	Wimborne Minster.	2,271	1509	2,395	508	0	Houses	D.D.	Classical	2nd	29	57	86
SOMERSET Pop. 444,873.	**Bath**	52,528	1552	904	461	0	House	M.A.	Classical	2nd	4	73	77
	Bridgwater	11,320	1561	29	28	0	No house	M.A.	Classical	1st	2	31	33
	Bruton	2,232	1519	516	334	*	House	M.A.	Classical	2nd	14	17	31
	Chard	2,276	1671	7	7	0	House	M.A.	Classical	2nd	11	18	29
	Crewkerne	3,566	1499	518	253	103	House	D.D.	Classical	2nd	18	29	47
	Frome	9,522	Ed. 6.	6	6	0	No house	Income paid to Parochial School.					
	Ilminster (1) Gram. Sch.	2,104	1549	933	684	52	House	M.A.	Classical	2nd	11	31	42
	(2) Auxiliary * Sch.					0	No house	- -	Non-cl.	3rd	0	116	116
	Keynsham	2,190	1705	20	20	0	No house	Income paid to National School.					
	Langport Eastover.	1,133	1705	70	70	0	House	- -	Semi-cl.	2nd	0	35	35

† Provided in part by fees.
* Exhibitions accounted for in School Endowment.
‡ Increased to 247*l.* by Mercers Company.

South Western Division—*continued.*

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School-Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
SOUTH-WESTERN *SOMERSET* —cont.	**Martock**	3,155	A.D. 1662	£ 15	£ 15	£ 0	House let	School in abeyance.					
	Sheptonmallet.	4,868	1627	102	35	0	House	L.C.P.	Semi-cl.	2nd	49	49	98
	Somerton	2,206	1675	26	26	0	No house	Income paid to National School.					
	Taunton	14,667	1522	85	85	0	Annexed to New Proprietary Coll.						9†
	Trent	512	1678	120	92	0	Bad house	-	Non-cl.	3rd	0	18	18
	Yeovil	7,957	1573	75	55	0	No house	-	Non-cl.	3rd	0	34	34
DEVON Pop. 584,373.	**Ashburton**	3,062	1593	82	82	68	House	- -	Semi-cl.	2nd	4	23	27
	Barnstaple	10,743	1646	13	13	0	No house	B.D.	Classical	3rd	12	7	19
	Bideford	5,742	1696	63	60	0	House	D.D.	Classical	2nd	1	18	19
	Chudleigh	2,108	1668	30	30	0	House	M.A.	Classical	3rd	4	4	8
	Crediton	4,048	1547	3,996	700	*	Houses	M.A.	Classical	2nd	9	44	53
	Dartmouth	4,444	1679	3‡	3‡	0	School long in abeyance.						
	Exeter												
	(1) Gram. Sch.	41,749	1629	343	90	498	House	M.A.	Classical	1st	11	39	50
	(2) Hele's Sch.	„	1840	300	204	0	House	A.C.P.	Semi-cl.	3rd	0	150	150
	Honiton	3,301	1640	10	10	0	House	- -	Classical	2nd	49	14	63
	Kingsbridge	1,585	1689	220	197	*	House	M.A.	Classical	2nd	4	29	33
	North Tawton	1,849	1864	Buildings only.			House	- -	Semi-cl.	3rd	9	15	24
	Ottery St. Mary.	2,429	1545	306	23	19	House	M.A.	Semi-cl.	3rd	0	6	6
	Plymouth	62,599	Hen.7	20	20	0	No buildings. Income paid to private School.						10†
	Plympton	1,591	1658	244	155	0	House	M.A.	Classical	3rd	2	5	7
	South Molton	3,830	1686	77	77	0	Small ho.	- -	Non-cl.	3rd	0	56	56
	Tavistock	8,857	1649	4	4‖	50	No house	M.A.	Classical	2nd	29	37	66
	Tiverton	10,447	1599	952	756	543	Houses	M.A.	Classical	1st	43	57	100
	Totnes	4,001	1658	70	54	0	No house	- -	Semi-cl.	2nd	0	22	22
	Uffculme	2,020	1701	45	22	0	House	M.A.	Classical	3rd	12	0	12
CORNWALL Pop. 369,390.	**Bodmin**	4,809	Eliz.	5	5	0	School in abeyance.						
	Fowey	1,429	1692	80	80	0	No house	Cert.	Non-cl.	3rd	7	47	54
	Helston	3,843	Unk[n]	13	13	16	House	B.A.	Semi-cl.	2nd	1	13	14
	Launceston												
	(1) Gram. Sch.	2,790	Hen.7	26	26	0	House	M.A.	Semi-cl.	2nd	0	27	27
	(2) Horwell's Sch.	„	1821	196	166	0	House	A.C.P.	Non-cl.	2nd	1*	33	34
	Liskeard	4,689	Ed.6.	Schoolroom only			School in abeyance.						
	Penryn	3,547	Eliz.	7	7	0	School in abeyance.						
	Penzance	9,414	1789	15	15	0	No house	Income paid to Private School.					3†
	Probus	1,449	1688	10	10	0	Income paid to National School.						
	Saltash	3,287	Unk[n]	7	6	0	Income paid to Elementary School.						
	Truro	11,337	1549	25	25	60	No house	M.A.	Classical	2nd	4	20	24

* Exhibitions accounted for in School Endowment. † Besides private or other pupils.
‡ Contingent only. ‖ Besides 11*l.* and use of buildings from Duke of Bedford.

West Midland Division.

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of		House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
					School Endowments.	Separate Exhibitions.							
			A.D.	£	£	£							
VI. WEST MIDLAND	**Bristol**												
GLOUCESTER.	(1) Gram. Sch.	154,093	1561	1,194	705	200*	House	M.A.	Classical	1st	0	225	225
Pop. 435,770.	(2) St. Mary, Redcliffe.	„	1571	17	17	0	No house	School in abeyance.					
	Cheltenham	39,693	1586	1,634	790	75	House	B.D.	Classical	1st	17	103	120
	Chipping Campden.	1,975	1487	170	80	75	House	D.C.L.	Classical	1st	7	21	28
	Chipping Sodbury.	1,112	1628	360	242	0	House	- -	School in abeyance.				
	Cirencester	6,336	Hen.8	28	26	0	House	M.A.	Semi-cl.	2nd	7	18	25
	Gloucester												
	(1) Cathedral.	16,512	1541	[420]	420†	0	No house	M.A.	Classical	1st	36	57	93
	(2) Crypt Sch.	„	1540	855	527	75	Houses	M.A.	Classical	2nd	5	49	54
	Henbury	2,492	1623	412	222	0	House	- -	Non-cl.	3rd	7	47	54
	Newland	5,147	1627	208	85	0	House	- -	Semi-cl.	3rd	0	12	12
	Northleach	1,404	1606	697	591	75	House	M.A.	Semi-cl.	2nd	40	12	52
	Stow-on-the-Wold.	2,077	1612	13	13	0	No house	Rector (nominally).	School in abeyance.				
	Tetbury	2,285	1611	724	70	0	Income paid to National School.						
	Tewkesbury	5,876	1608	48	47	0	No buildings.	L.C.P.	Semi-cl.	3rd	8	24	32
	Thornbury	4,404	1606	68	30	0	House	D.C.L.	Classical	2nd	1	27	28
	Wickwar	949	1683	191	152‡	0	House	- -	Non-cl.	3rd	0	35	35
	Winchcombe												
	(1) King's Sch.	2,937	Hen.8	10	9	0	Two rooms	- -	Non-cl.	3rd	0	37	37
	(2) Lady Chandos Sch.	„	1621	89	83	0	House	- -	Non-cl.	3rd	0	24	24
	Wotton-under-Edge.	2,734	1384	589	348	0	House	B.C.L.	Classical	3rd	0	18	18
HEREFORD.	**Bosbury**	1,090	Ed. 6.	106	50	0	No house	- -	Elementary.				
Pop. 123,712.	**Bromyard**	2,095	1566	35	35§	0	No house	B.A.	Non-cl.	3rd	0	23	23
	Colwall	1,628	1612	30	30‖	0	House	M.A.	Non-cl.	3rd	0	63	63
	Eardisland	894	1607	59	55	0	No house	- -	Mixed Elementary.				
	Hereford	15,535	1385	[93]	93	919	House	M.A.	Classical	1st	40	50	90
	Kington	3,076	1629	304	290	0	Houses	M.A.	Semi-cl.	3rd	2	26	28
	Ledbury	3,263	Unkn.	10	10	0	No buildings.	Income paid to National School.					
	Leominster	5,658	1554	25	25	0	No buildings.	Income paid to National School.					
	Lucton	174	1708	1,837	1,346	**	House	M.A.	Classical	2nd	19	61	80
	Ross	3,715	Ed. 6.	10	10	0	- -	- -	Elementary.				

* Besides Exhibitions accounted for in School Endowment.
† Amount actually expended by Dean and Chapter.
‡ Of which 35*l.* is paid to a girls' school.
§ Goldsmiths Company add 165*l.* a year.
‖ Grocers Company actually expend 160*l.* in all on the school.
** Exhibitions accounted for in School Endowment.

West Midland Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.*
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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
WEST MIDLAND.	**Bitterley** -	972	1685	40	34	0	House -	- -	Semi-cl.	1st	20	11	31
SHROPSHIRE.	**Bridgnorth** -	7,699	1548	31	31	†	House -	M.A.	Classical	2nd	1	11	12
Pop. 240,959.	**Donnington** (Par. *Wroxeter*).	456	1627	27	26	0†	House -	M.A.	— —	—	0	0	0
	High Ercal -	1,969	1663	97	84	0	House -	B.A.	Semi-cl.	3rd	17	40	57
	Ludlow - -	5,178	1552	2,349	510	82	House -	M.A.	Classical	1st	12	34	46
	Market Drayton.	3,661	1555	32	25	0	House -	M.D.	Semi-cl.	2nd	8	16	24
	Newport -	2,856	1656	1,576	553	‡ *	Houses -	D.D.	Classical	2nd	1	74	75
	Oswestry -	5,414	Hen. 4	282	254	0	House -	M.A.	Classical	1st	55	23	78
	Shiffnal -	2,046	1595	18	18	†	Income paid to National School.						
	[**Shrewsbury**	22,163	1552	3,697	1,330	683†	Houses, &c.	M.A.	Classical	1st	—	—	183]
	Wem - -	3,802	1651	272	218	†	House -	M.A.	Semi-cl.	2nd	3	21	24
	Whitchurch	3,704	1550	480	421	0	House -	M.A.	Classical	2nd	26	26	52
	Worfield -	1,785	1619	50	40	0	No house -	- -	Non-cl.	3rd	0	18	18
STAFFORD	**Abbots Bromley.**	1,538	1606	20	20	0	House -	M.A.	Non-cl.	3rd	3	13	16
Pop. 746,943.	**Aldridge** -	2,254	1718	140	140	0	- - -	- -	§Elementary.				
	Audley - -	6,494	1612	171	125	0	No house	B.A.	Non-cl.	2nd	0	31	31
	Barton-under-Needwood (Par. *Tatenhill*).	1,589	1593	21	19	0	House -	- -	Non-cl.	3rd	0	88	88
	Bradley -	597	Unk[n]	196	146	0	House -	Cert.	Non-cl.	3rd	0	25	25
	Brewood -	3,399	1628	509	432	0	Houses -	M.A.	Classical	1st	65	26	91
	Burton-on-Trent.	13,071	1535	452	439	0	No house	LL.B.	Classical	3rd	6	74	80
	Cannock -	3,964	1727	8	8	0	House -	- -	Semi-cl.	2nd	35	19	54
	Church Eaton.	643	Unk[n]	194	125	0	House -	- -	Non-cl.	2nd	0	56	56
	Dilhorne -	1,573	1532	255	208	0	No house	- -	§Elementary.				
	Gnosall - -	2,400	1653	43	40	0	House -	- -	Non-cl.	3rd	0	42	42
	Handsworth	11,459	1862	510	200	0	No house	M.A.	Semi-cl.	2nd	0	144	144
	Kinver - -	2,163	1571	212	145	0	House -	B.A.	Classical	2nd	3	17	20
	Lichfield -	6,893	Ed. 6.	46	46	0	House -	M.A.	Classical	2nd	9	19	28
	Madeley -	1,940	1645	100	100	0	No house	- -	§Elementary.				

† Competes for Careswell exhibitions. * Exhibitions accounted for in School Endowment.
§ Under Government inspection.

West Midland Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House.
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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
WEST MIDLAND. *STAFFORD*—cont.	**Newcastle-under-Lyme.**	12,388	1602	98	90	0	No house	M.A.	Semi-cl.	1st	12	53	65
	Newchapel (Par. *Wolstanton*).	3,440	1708	138	120	0	House	- -	Non-cl.	3rd	0	31	31
	Rolleston	956	1520	36	36	0	No house	- -	Non-cl.	3rd	0	33	33
	Rugeley	4,302	1610	365	282	0	House	M.A.	Classical	2nd	7	25	32
	Stafford	12,532	1550	240	146	0	House	M.A.	Classical	2nd	7	63	70
	Stone	4,509	1558	15	15*	0	‡ - -	- -	Semi-cl.	2nd	8	15	23
	Tamworth	4,326	1548	54	54	0	Buildings sold and School in abeyance.						
	Uttoxeter	3,645	1558	13	13†	0	‡ - -	M.A.	Classical Non-cl.	2nd 2nd	7 0	22 20	49
	Walsall	37,760	1554	1,001	795	20	Houses	M.A.	Semi-cl. Non-cl.	2nd 3rd	0 0	73 46	119
	Wolverhampton.	60,860	1515	1,391	880	0	House	M.A.	Classical	2nd	0	157	157
WORCESTER Pop. 307,397	**Bewdley**	2,905	1606	73	60	0	House	Clerk	Semi-cl.	3rd	0	19	19
	Bromsgrove	5,262	Ed. 6.	65	35	420¶	House	D.D.	Classical	1st	92	22	114
	Dudley	44,975	1562	304	235	60	House	M.A.	Semi-cl.	2nd	3	69	72
	Evesham	4,630	1535	14	13	0	House	- -	Semi-cl.	2nd	7	28	35
	Feckenham	3,217	1611	57	57	0	No buildings.	Income paid to National School.					
	Halesowen	2,911	1652	167	116	0	House	M.A.	Semi-cl.	2nd	0	55	55
	Hanley Castle.	1,733	Unk.	247	223	0	House	- -	Elementary.		0	66	66
	Hartlebury.	2,115	1559	426	356	0	House	M.A.	Semi-cl.	2nd	17	36	53
	Kidderminster. (1) Gram. Sch.	15,399	1634	525	439‖	0	Houses	D.C.L.	Classical	3rd	2	4	6
	(2) Pearsall's School.	„	1795	109	90	0	- -	- -	Semi-cl.	2nd	0	24	24
	Kings Norton.	1,855	Ed. 6.	15	13	0	- -	B.A.	Non-cl.	3rd	0	35	35
	Martley	1,298	Unk.	61	61	0	House	- -	§Elementary.		0	31	31
	Rock	1,379	Ed. 6.	5	5	0	No house	Income paid to National School.					
	Stourbridge	8,166	1552	670	455	58	House	M.A.	Classical	2nd	0	64	64
	Wolverley	2,905	1620	657	524	0	House	- -	Non-cl. Four Elementary Sch.	3rd	0	14	14
	Worcester. (1.) Cathedral School.	31,227	1541	[556]	556**	114	House	M.A.	Classical	1st	9	85	94
	(2.) Free Sch.	„	1561	909	333	0	No house	M.A.	Classical	3rd	0	48	48

* Amount actually paid by Trinity College, Cambridge, is 100*l.* per annum.
† Amount actually paid by Trinity College, Cambridge, is 150*l.* per annum.
‡ House and buildings belong to Trinity College, Cambridge.
‖ To cover repairs of buildings besides regular school expenses.
** Amount actually expended by Dean and Chapter.
¶ Will eventually be 528*l.* per annum.
§ Under Government inspection.

West Midland Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.*
Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House.
Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division. and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
WEST MIDLAND.	**Atherstone** -	3,857	1572	342	217	0	House -	M.A.	Classical	1st	9	26	35
WARWICK	**Birmingham**	296,076											
Pop. 561,855	(1) Class. Sch.	—							Classical	1st	19	216	235
	(2) English Sch.	—							Semi-cl.	2nd	4	215	219
	(3) Lower Sch.	—							Semi-cl.	3rd	0	60	60
	(4) Bath Row -	—	1552	12,218	9,506	150*	Houses -	M.A.	Non-cl.	3rd	0	131	131
	(5) Edward St.	—							Semi-cl.	3rd	0	125	125
	(6) Gem Street	—							Non-cl.	3rd	0	124	124
	(7) Meriden St.	—							Non-cl.	2nd	0	137	137
	Coleshill -	2,053	Unk[a]	290	220	0	House -	M.A.	Classical	3rd	8	32	40
	Coventry -	40,936	1573	1,146	750	235†	No house	M.A.	Classical	2nd	4	58	62
	Hampton Lucy.	435	1635	154	80	55	House -	M.A.	Non-cl.	3rd	0	13	13
	Kingsbury -	1,428	1686	33	31	0	No house	- -	Non-cl.	3rd	0	110	110
	MonksKirby	600	1626	340	54	0	House -	Cert.	Non-cl.	3rd	0	79	79
	Nuneaton -	4,645	1553	391	229	0	House -	B.A.	Semi-cl.	3rd	0	25	25
	Priors Salford.	858	1656	98	46	0	House -	- -	Mixed Elementary.				55
	[**Rugby** - -	7,818	1567	5,653	4,350 about.	‡	House, &c.	D.D.	Classical	1st	—	—	499]
	Solihull -	3,329	1602	900	100	0	House -	M.A.	Classical	2nd	—	28	31
	Stratford-on-Avon.	3,672	1553	369	338	30	No house	M.A.	Classical	2nd	0	27	27
	Sutton Coldfield.	4,662	1541	406	361	0	House -	M.A.	Classical	2nd	24	32	56
	Warwick -	10,570	1545	410	410	195	House -	M.A.	Classical	1st	4	39	43

* Besides upwards of 500*l.* accounted for in School Endowment.
† Besides 200*l.* on lapse of fellowships at St. John's College, Oxford.
‡ Exhibitions accounted for in School Endowment.

North Midland Division.

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
VII. NORTH MIDLAND. *LEICESTER* Pop. 237,412.	**Appleby**	1,070	1699	335	150	0	House	M.A.	Classical	1st	16	33	49
					166	0	- - -	- -	Elementary.				44
	Ashby-de-la-Zouch.	3,772	1567	1,167	1,000 about	50†	House	M.A.	Classical	2nd	4	38	42
							- - -	- -	§Elementary.				160
	Barrow-upon-Soar (Township).	1,800	1717	137	90	0	House	M.A.	Semi-cl.	3rd	0	12	12
					44	0	No house	- -	Mixed Elementary.				150
	Church Langton.	842	1767	930	109	0	Payment made to Elementary School.						
	Kibworth	1,867	Unk[n].	321	277	0	House	B.A.	Non-cl.	3rd	0	56	56
	Leicester	68,056	1504	86	85	0	No buildings.	- -	School in abeyance.				
	Loughborough.	10,830	1495	1,823	723	60	House	M.A.	Classical	1st	22	71	93
	Market Bosworth.	2,376	1,539	1,120‖	792	*	Houses	M.A.	Classic.	3rd	3	0	50
									Non-cl.	„	0	47	
	Market Harborough.	2,302	1617	35	35	0	No house	Income paid to Private School.					10‡
	Osgathorpe	351	1670	[108]	108	0	House	- -	Non-cl.	2nd	9	39	48
	Shawell	205	1604	60	20	0	House and land.	- -	Elementary.				3
	Snarestone	355	1717	38	38	0	House and land.	- -	Elementary.				32
	Stoke Golding (Par. *Hinckley*).	638	1678	127	117	0	House	Cert.	Non-cl.	3rd	0	25	25
	Woodhouse (Par. *Barrow-upon-Soar*).	1,342	1691	106	26	0	House	- -	Non-cl.	3rd	0	24	24
	Wymondham.	851	1640	147	147	0	No house	B.A.	Semi-cl.	2nd	0	31	31
RUTLAND Pop. 21,861.	**Oakham** 2,948 / **Uppingham** 2,176		1587	4,178	1020	†† ¶	House	D.D.	Classical	1st	34	18	52
					1020	¶	House	M.A.	Classical	1st	261	7	268

† Besides 80*l.* accounted for in School Endowment.
§ Under Government inspection.
‖ Expended in part upon branch Schools.
* Exhibitions accounted for in School Endowment.
†† Besides preference to Lovett Exhibitions at Sidney Suss. Coll., Cambridge.
‡ Besides private pupils.

North Midland Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.*
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			A.D.	£	£	£							
NORTH MIDLAND. *LINCOLN* Pop. 412,218.	Alford	2,058	1565	351	324	0	House	M.A.	Classical	3rd	3	31	34
	Boston	17,893	1555	1,897	616	*	House	B.D.	Classical	1st	20	55	75
	Bourn	3,066	1636	70	30	0	No house	Vicar	Semi-cl.	2nd	0	35	35
	Brigg	3,138	1676	552	320	0	House	Clerk	Semi-cl.	2nd	4	76	80
	Burgh	1,223	1726	70	70	0	No buildings.	-	Income paid to Nat. Sch.				
	Butterwick	605	1665	312	285	*	House	M.A.	Non-cl.	3rd	0	65	65
	Caistor	2,348	1630	367	301	0	No house	M.A.	Classical	2nd	9	38	47
	Corby	818	1672	49	37	0	House	-	Non-cl.	2nd	16	39	55
	Donington	1,090	1701	1,746	544	*	Houses	M.A.	Semi-cl. Non-cl.	2nd 3rd	4 0	34 82	38 82
	Gainsborough.	6,320	1589	45	40	0	House	M.A.	Classical	3rd	6	9	15
	Grantham	11,121	1528	813	705	40†	House	M.A.	Classical	1st	46	33	79
	Great Grimsby.	11,067	1547	7	7‡	0	No house	-	Semi-cl.	3rd	0	37	37
	Heighington (Par. *Washingborough*).	624	1621	210	210	0	House	M.A.	Non-cl.	3rd	0	57	57
	Holbeach	2,083	1670	257	60	0	House	-	Non-cl.	3rd	0	160	160
	Horncastle	4,846	1571	341	284	0	House	M.A.	Classical	2nd	13	37	50
	Humberstone.	277	1823	737	465**	0	House	Vicar	Semi-cl.	3rd	0	100	100
	Kirton-in-Holland.	2,235	1624	144	99	0	House	Cert.	Semi-cl.	3rd	4	37	41
	Kirton-in-Lindsey.	2,058	1577	111	102	0	House	-	Non-cl.	3rd	0	114	114
	Laughton	515	1578	20	19	0	House	-	Mixed Elementary				50
	Lincoln	20,999	1583	[364]	364	0	House	M.A.	Classical	2nd	17	103	120
	Louth	10,560	1551	1,200	655	0	Rented	M.A.	Classical	1st	10	36	46
	Market Rasen. De Aston Sch.	2,468	1858	1,342	160	0	House	M.A.	Semi-cl.	3rd	39	31	70
	Moulton	2,143	1561	650	492	0	House Rented	M.A. -	Classical Non-cl.	3rd 3rd	12 0	11 96	23 96
	Sleaford	3,745	1604	214	80	0	House	Vicar	Semi-cl.	3rd	0	13	13
	Spalding	7,032	1588	207	186	0	No house	M.A.	Semi-cl.	3rd	0	29	29

* Exhibition accounted for in School endowment.

† Besides preference to Lovett Exhibitions at Sidney Suss. Coll., Cambridge.

‡ The Corporation expend about 220*l.* a year on the School, besides maintaining a Preparatory and a Girls' School.

** Including the School share of annual saving.

North Midland Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than School,* e.g. *Almshouses.*
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			A.D.	£	£	£							
NORTH MIDLAND. *LINCOLN*—cont.	**Spilsby**	1,467	1611	96	92	0	House	Clerk	Semi-cl.	2nd	0	32	32
	Stamford	8,047	1530	612	500	120	House	B.D.	Classical	2nd	3	77	80
	Stickney	851	1678	112	95	0	House	Rector (nominally).	Non-cl.	3rd	0	49	49
	Wainfleet	1,392	1484	61	61†	0	House	- -	Non-cl.	2nd	0	34	34
	Wragby	619	1636	30	30	0	No house	- -	Semi-cl.	3rd	20	0	20
NOTTINGHAMSHIRE. Pop. 293,867	**Bulwell**	3,660	1669	21	17	0	House	- -	School closed.				
	Elston	472	1652	20	20	0	No buildings.	- -	§Mixed Elementary.				
	Leverton, South.	494	1691	20	20	0	House	- -	Mixed Elementary.				40
	Mansfield	8,346	1561	1,217	103	0	House	- -	School in abeyance.				
	Newark	11,515	1532	2,573	540	*	House	M.A.	Classical	1st	41	44	85
	Nottingham	74,693	1512	1,075	818	0	House	M.A.	Classical	2nd	0	95	95
	Retford, East	2,982	1551	359	260	0	Houses	M.A.	Classical	2nd	7	46	53
	Southwell	3,095	Hen.8	20	0	0	House	B.D	Semi-cl.	2nd	15	11	26
	Sutton Bonnington.	1,019	1725	44	36	0	House	Cert.	§Mixed Elementary.				34
	Tuxford	1,034	1674	49	40	0	House	- -	Non-cl.	3rd	0	55	55
	Walkeringham.	683	1719	16	15	0	No house	- -	School in abeyance.				
DERBY Pop. 339,327	**Ashborne**	3,501	1585	258	238	0	Houses	M.A.	Classical	1st	0	38	38
	Bakewell (Township).	2,704	1636	15	15	0	No house	- -	Non-cl.	3rd	27	20	47
	Buxton (Par. *Bakewell*).	1,877	1674	90	85	0	No house	Cert.	Mixed Elementary.				98
	Chapel-en-le-Frith.	4,264	1696	31	29	0	- - -	Cert.	§Mixed Elementary.				102
	Chesterfield	9,836	1594	165	141	11	House	M.A.	Classical	2nd	11	80	91
	Derby	43,091	1160	50	15	50	House	M.A.	Classical	1st	30	90	120
	Dronfield	6,013	1579	282	274	0	Houses	B.A.	Semi-cl.	2d	0	76	76
	Glossop	19,126	Unk[n]	30*s.*	30*s.*	0	- - -	- -	United with Endowed †National School.				

† Raised by Magd. Coll., Oxford, to 100*l.*
§ Under Government Inspection.
* Exhibitions accounted for in School Endowment.

North Midland Division—*continued.*

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			A.D.	£	£	£							
NORTH MIDLAND. *DERBY*—cont.	**Hayfield** (Par. *Glossop*).	2,156	1604	26	26	0	No house	- -	Mixed Elementary.				50
	Mellor (Par. *Glossop.*)	1,733	1639	25	25	0	No house	- -	Mixed Elementary.				70
	Norton	2,318	1654	65	60	0	No house	- -	Mixed Elementary.				70
	Repton	2,177	1556	2,460	1,250	*	House	D.D.	Classical	1st	170	31	201
	Risley (Par. *Wilne.*)	206	1632	419	347	0	House	LL.B.	Non-cl.	3rd	0	80	80
	Staveley	2,400	1601	30	30	0	House	- -	Semi-cl.	3rd	0	20	20
	Tideswell	3,512	1560	299	217	0	No house	- -	Semi-cl.	3rd	1	22	23
	Whittington	2,864	1681	87	60	0	No house	- -	Mixed Elementary.				130
	Wirksworth	2,592	1585	339	177	0	No house	M.A.	Semi-cl.	2nd	0	48	48
VIII. NORTH-WESTERN. *CHESHIRE.* Pop. 505,423.	**Acton**	3,125	1662	12	10	0	House	- -	Semi-cl.	2nd	8	46	54
	Audlem	2,287	1653	40	40	0	House	B.A.	Classical	3rd	0	11	11
	Bunbury	4,727	1594	150	50	0	House	- -	Semi-cl.	2nd	6	102	108
	Burton	425	1724	46	46	0	House	- -	§ Mixed Elementary.				66
	Chester	31,110	1541	[280]	280‡	0	No house	M.A.	Classical	3rd	2	52	54
	Congleton	12,344	Unk^n	23	23	0	House	M.A.	Semi-cl.	2nd	0	59	59
	Daresbury (Par, *Runcorn*).	136	1600	54	54	0	Cottage	- -	Elementary.				72
	Frodsham	5,890	1604	47	47	0	House	Cert.	§ Elementary.				146
	Halton (Par. *Runcorn*).	1,505	1743	37	37	0	House	Cert.	§ Semi-cl.	2nd	0	88	88
	Knutsford	3,575	1549	30	20	0	No house	- -	Semi-cl.	3rd	0	18	18
	Lymm	3,769	1698	128	115	0	No house	M.A.	Semi-cl.	3rd	3	11	14
	Macclesfield (1.) Gram. Sch.	36,101	1502	1,460	800	*	Houses	M.A.	Classical	1st	8	39	47
	(2.) Mod. Sch.				400	0	House	- -	Non-cl.	2nd	0	101	101
	Malpas (Township).	1,037	1690	25	25	0	House	- -	Non-cl.	3rd	0	30	30
	Marple (Par. *Stockport*).	3,538	Jas. 1	3	3	0	House		School in abeyance.				
	Mottram (Township).	3,406	1619	100	39	0	No house	- -	Semi-cl.	2nd	2	37	39
	Nantwich	6,225	Eliz.	31	21	0	House	Clerk	Semi-cl.	2nd	2	23	25
	Over Darnhall Sch.	3,454	1698	100	91	0	House	- -	Mixed Elementary.				90

* Exhibition accounted for in School Endowment.
§ Under Government inspection.
‡ Amount actually expended by Dean and Chapter.

North-Western Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
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			A.D.	£	£	£							
NORTH-WESTERN. *CHESHIRE*—cont.	**Sandbach** -	3,252	1677	[215†]	215	0	House -	M.A.	Classical	2nd	40	54	94
	Stockport -	54,681	1487	307	278	0	Houses -	M.A.	Classical	2nd	7	165	172
	Tarvin. (1) Tarvin Sch.	3,319	1600	20	20	0	House -	- -	School closed.				
	(2) Hargrave S.	„	1638	225	47	0	House -	- -	Mixed Elementary.				140
	Wallasey (Township).	1,515	1654	146	146	0	House -	Trained.	§ Elementary.				93
	Weaverham	2,782	1661	45	45	0	No house	- -	Semi-cl.	3rd	0	54	54
	West Kirkby. Caldy Grange School.	2,059	1636	66	66	0	No house	- -	§ Mixed Elementary.				65
	Witton (Par. *Gt. Budworth*).	3,677	1557	427	337	0	No house	M.A.	Semi-cl.	2nd	0	45	45
LANCASHIRE. Pop. 2,429,440.	**Ashton-in-Makerfield.**	10,181	1588	43	43	0	No house	- -	Semi-cl.	3rd	0	52	52
	Aspull (Par. *Wigan*).	4,290	1790	15	15	0	- - -	- -	Elementary.				
	Bispham (Par. *Croston*).	277	1691	137	121	0	House -	- -	Non-cl.	3rd	5	72	77
	Bispham-with-Norbreck.	437	1659	113	70	0	House -	- -	Non-cl.	3rd	2	75	77
	Blackburn	63,126	1509	118	113	0	House -	- -	Classical	2nd	13	83	96
	Blackrod (Par. *Bolton-le-Moors*).	2,911	1568	266	254	*	House -	- -	Non-cl.	2nd	0	58	58
	Bleasdale (Par. *Lancaster*).	372	1702	72	22	0	- - -	- -	§ Elementary.				
	Bolton-le-Moors.	70,395	1656	499	349	125	No house	M.A.	Classical	2nd	0	67	67
	Bolton-le-Sands.	1,713	1625	43	43	0	No house	- -	Non-cl.	3rd	0	39	39
	Bretherton (Par. *Croston*).	275	1654	75	69	0	House -	- -	Mixed Elementary.				61
	Broughton (Par. *Preston*).	709	1590	123	105	0	No house	- -	Mixed Elementary.				61
	Broughton (Par. *Kirkby Ireleth*).	1,183	1784	6	6	0	No house	- -	Mixed Elementary.				54
	Burnley -	28,700	Edw.6	276	240	0	No house	D.C.L.	Semi-cl.	2nd	0	53	53
	Burtonwood (Par. *Warrington*).	900	1741	0	0	0	House -	- -	Mixed Elementary.				49

† Income now merged in "Consolidated Charities," whose gross income is 2,100*l.*
* Exhibition accounted for in School Endowment.
§ Under Government inspection.

North-Western Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House.
Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of		House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
					School Endowment.	Separate Exhibitions.							
			A.D.	£	£	£							
NORTH-WESTERN. *LANCASHIRE—cont.*	**Bury**	37,563	1726	740	539	*	House	—	Classical	2nd	6	115	121
	Cartmel	5,108	Unk[n]	127	80	0	House	LL.D.	Semi-cl.	2nd	12	16	28
	Chorley	15,013	1611	10	10	0	No house	B.A.	Semi-cl.	2nd	0	22	22
	Clayton-le-Woods (Par. *Leyland*).	705	1744	9	9	0	House	—	Mixed Elementary.				
	Clifton with Salwick (Par. *Kirkham*).	447	1682	37	13	0	No house	—	Mixed Elementary.				
	Clitheroe (Par. *Whalley*).	7,000	1554	347	284	0†	House	M.A.	Classical	1st	33	39	72
	Cockerham	2,022	1681	11	11	0	House	—	§ Mixed Elementary.				154
	Colne (Par. *Whalley*).	6,315	1687	20	19	0	No house	—	Semi-cl.	2nd	0	36	36
	Colton - Finsthwaite School.	1,794	1729	8	8	0	No house	—	Mixed Elementary.				
	Crosby, Gt. (Par. *Sefton*).	3,794	1618	775	379	0	House	—	Semi-cl.	2nd	0	65	65
	Dalton-in-Furness.												
	(1.) Dalton Sch.	9,152	1622	137‡	137‡	0	—	—	Elementary.				
	(2.) Kirkby Ireleth Sch.	„	1624	20	18	0	No house	—	Mixed Elementary.				
	Eccleston (Par. *Prescot*).	11,640	1669	41	38	0	—	—	Elementary.				
	Eccleston, Great (Par. *St. Michael's-on-Wyre*).												
	(1.) Copp. Sch.	641	1719	45	45	0	No house	—	Elementary.				
	(2.) Lane Head School.	„	Unk[n]	5	5	0	No house	—	Elementary.				
	Farnworth - Dixon Green School (Par. *Deane*).	8,720	1715	15	15	0	House	B.A.	Classical	3rd	0	31	31
	Goosnargh - Threlfall's and Colborne's Schools (Par. *Kirkham*).	1,307	1673	62	60	0	House	—	Non-cl.	3rd	0	119	119
	Halsall	4,672	1593	13	13	0	—	Cert.	Income paid to Nat. Sch.				
	Halton - Aughton Sch.	670	1697	90	78	0	No house	M.A.	Non-cl.	3rd	0	14	14
	Hawkshead	2,081	1585	254	224	0	House	M.A. —	Classical Non-cl.	2nd 3rd	11 8	6 61	17 69
	Heskin (Par. *Eccleston*).	439	1600	57	45	0	House and 10 acres.	—	Mixed Elementary.				72

* Exhibitions accounted for in School Endowment.
† A fund forming by subscription.
‡ As returned in 1829.
§ Under Government inspection.

North-Western Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than Schools, e.g. Almshouses. Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House. Separate Exhibitions are those held on separate Trust, others are included in Endowment.*

Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
NORTH-WESTERN, *LANCASHIRE—cont.*	**Kirkham** -	3,380	A.D. 1658	£ 617	£ 452	£ 0	House -	M.A.	Semi-cl.	2nd	9	99	108
	Kirkland (Par. *Garstang*).	383	1778	24	24	0	House -	- - -	Mixed Elementary.				87
	Lancaster - (1.) Grammar School.	16,005	1495	30	30†	105	Rented -	D.D.	Classical	1st	74	84	158
	(2.) Friends' School.	„	1771	48	48	0	No house	- -	Semi-cl.	2nd	0	38	38
	Lathom - Newburgh Sch. (Par. *Ormskirk*).	3,385	1717	48	35	0	No house	Cert.	§Mixed Elementary.				80
	Lea (Par. *Preston*).	911	1784	88	80	0	House -	- -	Mixed Elementary.				23
	Leigh -	10,621	1655	25	25	0	No house	- -	Semi-cl.	2nd	1	58	59
	Leyland -	3,755	Eliz.	28	28	0	No house	- - -	Non-cl.	3rd	0	48	48
	Lowton -	2,384	1751	15	14	0	House -	- - -	Mixed Elementary.				34
	Manchester	338,722	1525	2,994	2,480	595	No house	M.A.	Classical	1st	0	252	252
	Marton - (Par. *Poulton-le-Fylde*).	1,691	1717	129	55	0	No house	- -	Mixed Elementary.				63
	Middleton -	9,876	1535	37	37	40‡	House -	- -	Classical	2nd	0	37	37
	Newchurch-in-Rosendale.	3,115	1701	67	48	0	House -	B.A.	Semi-cl.	2nd	8	38	46
	North Meols	15,947	1684	17‖	17‖	0	- - -	- - -	Elementary.				
	Oldham -	94,344	1606	33	30	0	No house	- -	Non-cl.	2nd	0	39	39
	Ormskirk -	6,426	1612	114	72	0	House -	M.A.	Semi-cl.	2nd	3	75	78
	Penwortham Hutton School.	5,488	1552	966	370	0	House -	- -	Semi-cl.	3rd	0	83	83
	Pilkington - Stand School (Par. *Prestwich*).	12,503	1688	36	35	0	No house	B.A.	Semi-cl.	2nd	9	10	19
	Prescot -	6,066	1600	170	132	0	No house	B.A. Trained.	Semi-cl.	3rd	0	12	84
									Non-cl.	3rd	0	72	
	Preesall-with-Hackensall (Par. *Lancaster*).	812	1687	13	13	0	No house	- -	Mixed Elementary.				54
	Preston -	82,685	1612	55	55¶	40	No house	M.A.	Classical	2nd	12	98	110

§ Under Government inspection.
† Raised by the Corporation to about 200*l.*
‡ First preference only.
‖ As returned in 1828.
¶ The corporation further expend 155*l.* on the school.

North-Western Division—*continued.*

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of		House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
					School-Endowment.	Separate Exhibitions.							
			A.D.	£	£	£							
NORTH-WESTERN. *LANCASHIRE—cont.*	**Rivington** - (Par. *Bolton-le-Moors*).	369	1576	355	281	0	Houses -	B.A.	Semi-cl.	3rd	16	137	153
	Rochdale -	38,114	1564	27	26	0	No house	Cert.	Semi-cl.	1st	3	37	40
	St. Michael's-on-Wyre.	4,509	Unk[n]	7	7	0	House -	Cert.	§ Mixed Elementary.				52
	Stalmine - Pilling Lane School (Par. *Lancaster*).	471	1710	100	94	0	No house	- -	Mixed Elementary.				51
	Standish -	10,410	1625	92	80	0	House -	Cert.	Non-cl.§	3rd	0	93	93
	Tarleton -	1,987	1650	35	31	0	House -	- -	Non-cl.	3rd	0	69	69
	Tunstall -	803	1751	31	28	0	House -	- -	Mixed Elementary.				35
	Ulverston - Town Bank School.	6,630	1736	40	35	0	No house	- -	Semi-cl.	2nd	0	82	82
	Upholland - (Par. *Wigan*).	3,463	1668	78	74	0	No house	- -	Semi-cl.	3rd	6	17	23
	Urswick -	1,080	1585	15	15	0	House -	Cert.	Non-cl.	3rd	0	94	94
	Warrington	26,431	1526	556	373	0	House -	M.A.	Classical	1st	3	47	50
	Warton -	2,161	1595	50	50	0	House -	- -	Non-cl.	3rd	0	36	36
	Whalley - (*Township*).	806	1548	35	35	0	House -	B.A.	Semi-cl.	2nd	26	6	32
	Widnes (Par. *Prescot*).	4,803	1507	56	50	0	No house	- -	Semi-cl.	2nd	10	43	53
	Wigan	37,658	1619	285	222	0	No house	M.A.	Classical	2nd	0	48	48
	Winwick -	704	1619	34	34	0	House	M.A.	Semi-cl.	2nd	23	6	29
	Wray (Par. *Melling*).	797	1685	47	45	0	House -	- -	Mixed Elementary.				70
	Over Wyresdale, Abbeystead S. (Par. *Lancaster*).	524	1683	193	110	0	House -	- -	Non-cl.	3rd	6	72	78

§ Under Government inspection.

Yorkshire Division.

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
IX. YORKSHIRE, *WEST RIDING*, Pop. 1,507,796.	**Almondbury** (Township).	10,367	1608	131	92	0	House	M.A.	Semi-cl.	2nd	24	17	41
	Arncliffe. Halton Gill S.	740	1619	10	10	0	No house	-	Elementary		0	10	10
	Barnsley (Par. *Silkstone.*)	17,890	1660	156	118	0	House	B.A.	Semi-cl.	2nd	0	27	27
	Batley	7,206	1612	211	208	0	House	M.A.	Semi-cl.	2nd	0	52	52
	Bentham	3,589	1732	370	121	0	No house	-	Semi-cl.	3rd	3	90	93
	Bingley	5,238	1529	250	204	0	House	B.D.	Classical	2nd	10	26	36
	Birstal	43,505	1556	5	5	0	No buildings.	Income paid to parochial school.					
	Bolton Abbey. (Par. *Skipton.*)	112	1700	90	90	0	House	M.A.	Semi-cl.	3rd	0	8	8
	Bradford	106,218	1662	712	500	†	House	M.A.	Classical	2nd	0	58	58
	Burnsall	1,275	1605	53	49	0	House	-	Non-cl.	2nd	5	38	43
	Cawthorne	1,383	1630	5	5	0	House	§ Elementary.					
	Dent (Par. *Sedbergh.*)	1,427	1604	70	65	0	House	-	Semi-cl.	2nd	0	26	26
	Doncaster	16,406	1615	6	6	0	No house‡	M.A.	Classical	1st	54	80	134
	Drax	1,231	1660	924	530	0	House	Cert.	Semi-cl.	3rd	12	50	62
	Drighlington (Par. *Birstal.*)	4,274	1678	60	60	0	House	Incumb.	Non-cl.	3rd	0	40	40
	Fishlake	1,208	1641	78	78	0	House	Cert.	Mixed Elementary.				62
	Fockerby (Par. *Adlingfleet.*)	108	1661	116	55	0	House	-	Non-cl.	3rd	3	25	28
	Gargrave	1,641	1686	15	15	0	Ruin	Income paid to National School.					
	Giggleswick	3,187	1553	1,191	978	143†	Houses	M.A.	Classical	2nd	13	26	39
	Halifax Heath School	37,014	1585	397	320	¶	House	M.A.	Classical	1st	5	35	40
	Hampsthwaite.	2,422	1711	14	14	0	House	-	§ Mixed Elementary.				32
	Hatfield	2,564	1628	14	14	0	No house	School in abeyance.					
	Haworth (Par. *Bradford*)	5,896	1637	92	85	0	House	M.A.	Semi-cl.	2nd	1	18	19
	Hemsworth	975	1546	379	264	0	House	M.A.	Semi-cl. Non-cl.	2nd 3rd	10 0	14 35	59
	Heptonstall (Par. *Halifax*)	3,497	1642	68	57	0	No house	-	Semi-cl.	2nd	0	29	29
	Hipperholme, (Par. *Halifax*)	7,340	1661	212	197	†	House	M.A.	Semi-cl.	2nd	20	32	52

§ Under Government Inspection.
† Competes for Lady Hastings' Exhibitions.
‡ Subscription raised for new buildings.
¶ Competes for Milner Exhibitions.

Yorkshire Division—*continued.*

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			A.D.	£	£	£							
YORKSHIRE. *WEST RIDING*—cont.	**Holme** (Par. *Almondbury.*)	807	1693	15	15	0	House	-	Non-cl.	3rd	0	20	20
	Horton-in-Ribblesdale	447	1725	216	198	0	No house	B.A.	Non-cl.	2nd	0	65	65
	Ilkley	1,407	1607	107	64	0	No house	Vicar (nominally).	Mixed Elementary.				41
	Keighley.												
	(1) Keighley School.	15,005	1713	240	160	0	No house	-	Semi-cl.	3rd	6	42	48
	(2) Harehill Sch.	„	1738	35	23	0	House	-	Mixed Elementary.				23
	Kirby-in-Malhamdale.												
	(1) Kirby Sch.	882	1606	27	27	0	No house	-	Elementary.		0	28	28
	(2) Malham Sch.	„	1717	81	80	0	No house	-	Non-cl.	3rd	6	22	28
	Kirk Sandall	233	1626	74	73	0	House	-	Mixed Elementary.				25
	Knaresborough.	5,402	1616	20	20	0	House	-	Income paid to private School.				
	Leeds												
	(1) Gram. Sch.	207,165	1552	2,609	1,421	50*	House	-	D.C.L.	Class.	1st	14	173	187
	(2) Comm. Sch.									Semi-cl.	2nd	0	50	50
	Lindley. (Par. *Huddersfield.*)	4,259	1706	0	0	0	House	-	Non-cl.	3rd	0	38	38
	Linton Threshfield S.	1,911	1674	30	30	0	No house	-	Non-cl.	3rd	0	56	56
	Long Marston.	586	1709	10	10	0	No buildings.		Income paid to Nat. School.				
	Mirfield	9,263	1667	208	208	0			School about to re-open.				
	Normanton	1,923	1592	10	10	†	House	-	Non-cl.	3rd	0	30	30
	Otley	4,458	1607	66	66	0	No house	-	Semi-cl.	2nd	0	30	30
	Penistone	7,149	1603	140	99	0	House	B.A.	Non-cl.	3rd	0	30	30
	Pontefract	5,346	1548	50	50	‡	House	M.A.	Classical	2nd	0	24	24
	Rastrick (Par. *Halifax.*)	4,516	1701	58	58	0	No house	-	Semi-cl.	3rd	0	45	45
	Rawdon (Par. *Guiseley.*)	2,576	1746	10	10	0	No house	-	§ Mixed Elementary.				69
	Ripon	6,172	1555	700	582	0	House let	M.A.	Classical	1st	11	45	56
	Rishworth (Par. *Halifax.*)	1,244	1724	3,120	1,543	0	Houses	M.A.	Classical	2nd	70	0	70
	Rossington	400	1650	6	6	0	House	-	Mixed Elementary.				32
	Rotherham	7,598	Ed. 4.	24	24	0	House	M.A.	Classical	2nd	0	44	44
	Roystone	4,210	Ed. 6.	64	40	0	House	B.A.	Semi-cl.	2nd	17	26	43

* Besides 200*l.* accounted for in School endowment and right to compete for Lady Hastings' Exhibitions and Milner Exhibitions.
† Competes for Freeston Exhibitions.
‡ Compete for Lady Hastings' and Freeston Exhibitions.
§ Under Government inspection.

Yorkshire Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
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YORKSHIRE.	**Saddleworth** (Par. *Rochdale.*)		A.D.	£	£	£							
WEST RIDING—cont.	(1) Lydgate S.	18,631	1763	20	3	0	House	- - -	Non-cl.	3rd	8	90	98
	(2) Wharmton Sch.	,,	1729	44	44	0	House	- - -	Semi-cl.	2nd	4	30	34
	Sedbergh	4,301	1551	685	610	260*	House	M.A.	Classical	1st	13	10	23
	Sheffield	185,172	1604	282	120	0	No house	M.A.	Semi-cl.	2nd	0	103	103
	Sherburn	3,004	1619	225	178	0	Hospital	Cert.	Non-cl.	3rd	4	108	112
	Skipton	4,535	1548	761	651	30	House	B.D.	Semi-cl.	1st	0	45	45
	Slaidburn	1,480	1717	80	80	0	No house	M.A.	Non-cl.	3rd	1	37	38
	Snaith	12,772	1618	30	30	0	No house	Cert.	Non-cl.	3rd	0	20	20
	Tadcaster	2,327	1560	130	118	0	House	M.A.	Non-cl.	3rd	0	62	62
	Thorne	2,591	1705	142	89	0	House	Cert.	Non-cl.	2nd	0	48	48
	Thornhill	7,033	1642	20	0	0	New buildings.	- -	Semi-cl.	2nd	2	33	35
	Thornton (Par. *Bradford.*)	7,627	1672	111	95	0	No house	- -	Non-cl.	2nd	0	52	52
	Thornton-in-Craven Earby Sch.	2,122	1633	20	20	0	No buildings.	- -	Non-cl.	3rd	0	92	92
	Wakefield	23,350	1592	430	260	340†	New buildings.	B.D.	Classical	2nd	13	66	79
	Wigglesworth. (Par. *Long Preston.*)	267	1798	35	35	0	- - -	- -	Mixed Elementary.				45
	Worsbrough (Par. *Darfield.*)	5,381	Hen.8	30	30	0	No house	Cert.	Mixed Elementary.				99
	Wortley (Par. *Leeds.*)	12,058	1674	40	40	0	House	- - -	Non-cl.	3rd	0	42	42
	Wragby	594	Unk.	6	6	0	No buildings.	Income paid to Parochial School.					
EAST RIDING. Pop. 280,660.	**Barmby-on-the-Marsh.** (Par. *Howden.*)	456	1712	97	97‡	0	School in abeyance.						
	Beverley.												
	(1) Gram. Sch.	9,054	1652	10	10	52	No house	- -	Classical	2nd	0	19	19
	(2) Foundation School.	,,	1861	161	125	0	House	- -	Semi-cl.	2nd	0	39	39
	Bridlington	5,775	1636	40	40	0	No buildings.	- -	Non-cl.	3rd	0	23	23
	Howden	2,376	Unk.	30	30	0	No buildings.	M.A.	Semi-cl.	2nd	0	35	35
	Kilham	1,252	1633	30	30	0	No buildings.	- -	Non-cl.	3rd	0	32	32
	Kingston-upon-Hull.	97,661	1486	36	35	50	House	- - -	Non-cl.	2nd	0	55	55
	Pocklington	2,671	1514	1,226	838	160	Houses	M.A.	Classical	1st	26	24	50
	Sancton	476	1699	20	20	0	- - -	- -	Mixed Elementary.				30
	York.												
	(1) St. Peter's	40,433	1557	1,339	855	‖	House	M.A.	Classical	1st	88	83	171
	(2) Holgate's	,,	1546	448	399	0	House	B.D.	Classical	2nd	62	18	80
	(3) St. Crux	,,	1770	180	180	0	No buildings.	- -	Non-cl.	3rd	0	40	40

* Besides 50*l.* accounted for in School endowment and right to compete for Lady Hastings' Exhibitions.
† Besides the right to compete for Lady Hastings' and Preston Exhibitions.
‡ Income received by Incumbent.
‖ Competes for Lady Hastings' Exhibitions.

Yorkshire Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses. Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House. Separate Exhibitions are those held on separate Trust, others are included in Endowment.*

Division and County.	Situation of School.	Population of Place.	Date of School Established.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Act).	Boarders.	Day Scholars.	Total Scholars.
YORKSHIRE. *NORTH RIDING.* Pop. 245,154	**Arkingarthdale.**	1,147	A.D. 1659	£ 16	£ 16	£ 0	House	- -	Mixed Elementary.				30
	Askrigg. Yorebridge Sch.	668	1601	100	100	0	House	M.A.	Semi-cl.	2nd	0	36	36
	Bedale	2,860	Eliz.	7	7	0	No house	- -	Non-cl.	3rd	0	35	35
	Bolton-on-Swale. (Par. *Catterick.*)	105	1720	270	250	0	House		School in abeyance.				
	Bowes	849	1603	500	140	60	No house	- -	Semi-cl.	3rd	0	43	43
	Burneston	1,554	1688	68	16	0	No house	- -	Mixed Elementary.				46
	Catterick	2,914	1658	151	93	0	House†	- -	Mixed Elementary.				67
	Coxwold	1,205	1603	37	35	0	House	Income partly paid to National Sch.					
	Easingwold	2,724	1781	75	73	0	No buildings.	- -	Non-cl.	3rd	0	35	35
	Gilling Hartforth Sch.	1,554	1678	100	55	5	House	- -	Semi-cl.	2nd	4	21	25
	Guisborough	3,794	1561	466	50	0	House	M.A.	Classical	2nd	1	28	29
	Kirkby-in-Cleveland.	804	1703	55	50	0	House	- -	Mixed Elementary.				50
	Kirkby Ravensworth.	1,248	1556	1,142	242	0	House	M.A.	Semi-cl.	2nd	0	37	37
	Kirkleatham	2,034	1710	293	242	0	No buildings.	School long in abeyance.					
	Lartington. (Par. *Romaldkirk.*)	192	1686	12	12	0	No house	(Dame)	Mixed Elementary.				13
	Malton	8,072	1546	96	96	0	House.	Clerk	Classical	2nd	1	21	22
	Masham	2,438	1700	81	45	0	No house	- -	Non-cl.	2nd	0	20	20
	Newforest Helwith Sch. (Par. *Kirby Ravensworth.*)	53	1659	28	24	0	No house	- -	Mixed Elementary.				12
	Northallerton.	4,755	Unk^n^	18	17	0	House	- -	Non-cl.	3rd	0	30	30
	Redmire (Par. *Wensley.*)	440	1725	24	23	0	No house	- -	Mixed Elementary.				63
	Richmond	4,290	1567	295	220	8	No house	M.A.	Classical	1st	76	32	108
	Scarborough	18,377	1640	15	14	0	No house	Income paid to private School.					42‡
	Shipton (Par. *Overton.*)	440	1655	40	38	0	House	Cert.	§ Mixed Elementary.				105
	Stokesley	2,401	1831	99	99	0	House	B.A.	Semi-cl.	2nd	6	31	31
	Thornton	893	1657	477	87	0	House	B.A.	Semi-cl.	2nd	12	14	26
	Topcliffe	2,800	1588	87	87	0	House	- -	Non-cl.	3rd	0	65	65
	Wath	718	1690	83	80	0	House	Cert.	Mixed Elementary.				50
	Yarm	1,401	1590	35	35	0	Two rooms	- -	Semi-cl.	3rd	0	32	32

† Now used as a Vicarage. § Under Government inspection. ‡ Besides private pupils.

Northern Division.

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
Net value of Endowment is exclusive of Repairs, &c. of Property, School, and House.
Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
K. NORTHERN.	**Bishop Auckland.**	6,480	1605	70	70	0	House	B.A.	Semi-cl.	3rd	0	12	12
DURHAM.	**Darlington**	15,781	1563	226	216	0	No house	B.A.	Semi-el.	2nd	0	36	36
Pop. 508,666.	**Durham**	14,088	1541	[835]	835†	205*	Houses	D.D.	Classical	1st	106	42	148
	Gateshead	33,587	1701	12	12	0	No bldgs.	Clerk	Semi-el.	2nd	0	42	42
	Heighington	1,323	1601	60	60	0	No house	-	§ Elementary.		0	53	53
	Houghton-le-Spring.	3,824	1574	189	159	20	House	B.A.	Semi-el.	2nd	42	19	61
	Norton	2,317	1650	61	54	0	House	B.A.	Non-cl.	3rd	1	5	6
	Sedgefield	2,656	Unk^n	18	18	0	House	-	§ Elementary.		0	95	95
	Witton-le-Wear. (Par. *Auckland*).	1,366	1775	12	12	0	House	-	Non-cl.	3rd	0	42	42
	Wolsingham	5,531	1612	77	72	0	House	-	Non-cl.	3rd	0	18	18
NORTHUMBERLAND.	**Allendale**	6,401	1692	60	55	0	No bldgs.	Cert.	Mixed Elementary.				50
Pop. 343,025.	**Alnwick**	5,670	1640	15	15	0	‖	M.A.	Semi-el.	3rd	0	140	140
	Berwick-on-Tweed. (Par. *Warden*).	13,265	1632	127	70	0	House	M.A.	Classical	2nd	0	22	22
	Haydon Bridge.	2,221	1685	1,294	472	0	Houses	M.A.	Non-el.	3rd	0	136	136
	Hexham	4,655	1599	21	21	0	House	B.A.	Semi-el.	1st	3	64	67
	Morpeth	4,296	1552	689	349	0	House	B.A.	Classical	2nd	8	26	34
	Newcastle-on-Tyne.	109,108	1600	105	105‡	0*	‡	Clerk.	Classical	2nd	0	230	230
	Rothbury	2,387	1720	350	26**	0	House	B.A.	Non-cl.	2nd	0	115	115
	Stamfordham	1,800	1663	170	156	0	House	Clerk.	Non-cl.	3rd	0	31	31
	Tynemouth	34,021	1824	140	127	0	-	-	§Elementary.				

† Amount actually expended by Dean and Chapter.
* Preference to an Exhibition of 16*l.* shared between Durham and Newcastle Schools.
§ Under Government Inspection.
‖ The Corporation receive the Income from Endowment, and support the School in buildings erected by them.
‡ Under new scheme, not yet in operation, new buildings will be provided, and the income raised by 440*l.*
** 160*l.* a year actually paid in salaries from the Charity.

Northern Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
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Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
NORTHERN. *CUMBERLAND.* Pop. 205,276.	**Addingham** Maughanby School.	754	1634	100	85	0	No house	- -	Mixed Elementary.				60
	Aikton - - Wiggonby Sch.	806	1792	188	163	0	House -	- -	§Mixed Elementary.				58
	Alston - -	6,404	1739	117	38	0	No house	- -	Semi-cl.	2nd	0	56	56
	Bootle. Hycemoor School.	901	1713	20	20	0	House -	Trained	Mixed Elementary.				54
	Bridekirk - Dovenby Sch.	2,876	1609	35	35	0	House -	- -	Mixed Elementary.				54
	Bromfield -	2,269	1612	46	46	0	Cottage -	- -	Mixed Elementary.				65
	Carlisle -	29,417	Will.3	189	187	130	House -	M.A.	Classical	2nd	26	66	92
	Cockermouth.	5,388	1676	12	12	0	No house	- -	School closed.				
	Crosthwaite St. John's Vale.	1,749	1719	0	0	0	No house	- -	Mixed Elementary.				30
	Dacre. (1.) Dacre Sch.	967	1749	27	27	0	No house	- -	Mixed Elementary.				29
	(2.) Gt. Blencowe Sch.	„	1576	187	185	0	House -	B.A.	Classical	2nd	15	32	47
	Dalston -	2,568	1603	36	36	0	No house	- -	Non-cl.	3rd	0	60	60
	Dean - -	829	1596	13	13	0	No house	- -	Mixed Elementary.				60
	Drigg - -	440	1727	1	1	0	Hut -	- -	School closed.				
	Heskett in the Forest.	1,983	1763	14	14	0	No house	- -	Mixed Elementary.				
	Irton - -	555	1716	10	10	0	House -	- -	§Mixed Elementary.				
	Keswick - Crosthwaite School.	2,610	1571	123	121	0	No house	- -	§Mixed Elementary.				161
	Kirkland - Howrigg Sch.	80	1775	62	42	0	No house	- -	§Mixed Elementary.				50
	Kirkoswald	944	1745	16	16	0	House -	- -	§Mixed Elementary.				60
	Penrith -	7,189	1395	26	26	†	No house	B.A.	Semi-cl.	2nd	1	17	18
	Plumbland -	726	1798	87	76	0	No house	- -	Semi-cl.	3rd	0	79	79
	St. Bees -	23,901	1583	1,154	1,000	147‡	Houses -	M.A.	Classical Non-cl.	2nd 3rd	48 0	15 85	148
	Thursby -	568	1740	11	11	0	—	- -	Mixed Elementary.				100
	Uldale - -	294	1726	34	34	0	No house	- -	§Mixed Elementary.				60
	Westward -	1,136	1767	6	6	0	No bldgs.	- -	Income paid to two Elementary Schools.				

§ Under Government inspection.

† Competes for Lady Hastings' Exhibitions.

‡ Besides second preferences and right to compete for Lady Hastings Exhibitions.

Northern Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.*
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Separate Exhibitions are those held on separate Trust, others are included in Endowment.

Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of: School Endowment.	Net Annual Value of: Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
NORTHERN. *CUMBERLAND.*—cont.	**Wetheral** Scotby Sch.	3,877	Unk[n]	17	17	0	House	- -	§Mixed Elementary.				
	Whicham Whicham and Millom Sch.	327	Unk[n]	16	15	0	No house	- -	§Mixed Elementary.				70
	Wigton -	4,011	1730	67	65	0	House	- -	Semi-cl.	2nd	0	27	27
WESTMORLAND. Pop. 60,817	**Ambleside** - (Par. *Windermere.*)	1,603	1721	170	140	0	No house	- -	Non-cl.	3rd	0	92	92
	Appleby -	2,824	1548	238	238	40*	House	M.A.	Classical	1st	10	23	33
	Bampton. (1) Bampton School.	541	1627	103	100	0	House	B.A.	Semi-cl.	2nd	7	44	51
	(2) Measand School.	„	1711	87	82	0	No house	- -	Mixed Elementary.				16
	Barton - -	1,808	1657	88	70	0	House	Cert.	Mixed Elementary.				40
	Beetham -	1,510	1500	32	32	0	No house	- -	Mixed Elementary.				
	Bowness - (Par *Windermere.*)	2,087	1665	150	137	63	No house	- -	Semi-cl.	3rd	0	92	92
	Bolton - - (Par. *Morland.*)	390	1721	13	13	0	No house	- -	Mixed Elementary.				36
	Brough -	840	1506	7	7	0	No house	- -	§Mixed Elementary.				100
	Burnesside - (Par. *Kendal.*)	905	1781	21	17	0	House	- -	§Mixed Elementary.				110
	Burton -	2,118	1657	104	83	0	Cottage	School in abeyance.					
	Cliburn -	367	1808	25	25	0	No house	- -	§Mixed Elementary.				48
	Crosby Garrett.	306	1735	7	7	0	No house	(Dame)	Mixed Elementary.				20
	Crosby Ravensworth. (1) Crosby-Ravensworth Sch.	927	1597	53	53	0	No house	- -	Mixed Elementary.				32
	(2) Reagill Sch.	„	1735	30	30	0	No house	- -	Mixed Elementary.				24
	Crosthwaite and Lyth. (Par. *Heversham.*)	740	1665	60	60	0	No house	Cert.	Non-cl.	3rd	0	50	50
	Grasmere -	2,347	1685	14	14	0	No house	- -	§Mixed Elementary.				50
	Grayrigg - (Par. *Kendal.*)	800	1723	43‡	39‡	0	House building	- -	§Mixed Elementary.				95
	Heversham -	1,433	1619	73	51	88†	House	M.A.	Classical	1st	39	33	72
	Hugill - - Ings School. (Par. *Kendal.*)	391	1650	62	62	0	No house	- -	Mixed Elementary.				48

* Competes for Lady Hastings' Exhibition.
§ Under Government inspection.
† Competes for Lady Hastings' and Milner Exhibitions.
‡ Including 16*l.* 9*s.* for schoolmistress.

Northern Division—*continued.*

N.B.—Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.
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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House or Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars.	Total Scholars.
			A.D.	£	£	£							
NORTHERN. *WESTMORLAND*—cont.	**Old Hutton** (Par. *Kendal.*)	406	1613	18	18	0	No house	- -	Mixed Elementary.				60
	Kendal	12,029	1525	70	70	25	House	B.A.	Semi-cl.	3rd	0	22	22
	Kirkby Lonsdale.	1,727	1591	46	46	100	House	M.A.	Classical	2nd	13	10	23
	Kirkby Stephen.	1,715	1566	69	69	0*	House	- -	Non-cl.	3rd	0	25	28
	Lowther	427	1638	388	246†	0	No house	Clerk	Semi-cl.	2nd	0	40	40
	Morland	420	1787	16	16	0	No house	- -	Mixed Elementary.				57
	Orton. (1) Orton Sch.	1,615	1730	58	50	0	Cottage	- -	Mixed Elementary.				62
	(2) Tebay Sch.	„	1672	76	69	0	House	- -	§ Mixed Elementary.				124
	(3) Greenholme and Brotherdale School	„	1733	60	55	0	No house	- -	Mixed Elementary.				47
	Preston Patrick. (Par. *Burton.*)	488	1780	16	16	0	No house	- -	Mixed Elementary.				60
	Ravenstonedale.	1,264	1688	42	42	0	No house	- -	Mixed Elementary.				56
	Selside (Par. *Kendal.*)	284	1730	56	54	0	No house	- -	Mixed Elementary.				60
	Stainmore (Par. *Brough.*)	672	1594	81	40	0	- - -	M.A.	Mixed Elementary.				46
	Stainton Crossrake Sch. (Par. *Heversham.*)	350	1790	14	14	0	House	- -	Mixed Elementary.				53
	Staveley (Par. *Kendal.*)	1,240	1696	78	60	0	- - -	- -	§ Mixed Elementary.				107
	Little Strickland and Thrimby. (Par. *Morland.*)	201	1684	5	5	0	No house	- -	Mixed Elementary.				16
	Swindale (Par. *Shap.*)	40	1703	25	25	0	No house	- -	Mixed Elementary.				12
	Troutbeck (Par. *Windermere.*)	428	1639	38	37	0	No house	- -	§ Mixed Elementary.				51
	Waitby and Smardale. (Par. *Kirkby Stephen.*)	137	1682	65	60	0	No house	- -	Mixed Elementary.				55
	Winton (Par. *Kirkby Stephen.*)	301	1650	14	14	0	- - -	- -	Mixed Elementary.				

* Exhibitions of 6*l.* 13*s.* 4*d.* accounted for in School Endowment.

† Besides money spent on Girls and Dame Schools.

§ Under Government inspection.

Welsh Division.

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Division and County.	Situation of School.	Population of Place.	Date of School Establishment.	Gross Income of whole Charity.	Net Annual Value of School Endowment.	Net Annual Value of Separate Exhibitions.	House for Master or not.	Degree, &c. of Master.	Character (by Instruction).	Grade (by Age).	Boarders.	Day Scholars	Total Scholars.
XI. WELSH.			A.D.	£	£	£							
MONMOUTH Pop. 174,633.	**Abergavenny.**	4,621	1543	251	107	0	No house	B.A.	Classical	2nd	0	15	15
	Llantillio Crossenny.	748	1654	201	160	0	Cottage	- -	Mixed Elementary				120
	Monmouth	5,783	1615	2,925	2,191†	*	Houses	M.A.	Classical	1st	0	24	100
									Non-cl.	2nd	0	76	
	Usk	1,545	1621	205	110	0	House	B.A.	Semi-cl.	3rd	5	11	16
SOUTH WALES. Pop. 685,080.													
BRECKNOCK	**Brecon**	5,639	1542	656	435	*	House	M.A.	Classical	2nd	20	29	49
CARDIGAN	**Cardigan**	3,543	1653	22	21	0	No house	Clerk	Classical	1st	0	19	19
	Lampeter	1,542	1831	Building only			No house	Clerk	Classical	1st	0	20	20
	Ystrad Meurig and **Lledrod**	160 / 1,125	1757 / 1746	306?	? 267	0	No house	B.A.	Classical	1st	2	125	127
CAERMARTHEN.	**Caermarthen**	9,903	1576	68	68	0	House	B.A.	Semi-cl.	2nd	0	18	18
	Llandovery	1,855	1847	660	647	27‡	House	M.A.	Classical	1st	43	10	53
GLAMORGAN	**Cowbridge**	1,094	1685	70	50	30	‖House	M.A.	Classical	1st	24	20	44
	Swansea	41,006	1682	650	561**	0	No house	M.A.	Classical	2nd	10	72	82
PEMBROKE	**Haverfordwest.**	7,019	1613	174	174	125	House	M.A.	Classical	1st	0	61	61
	Pembroke	15,071	1690	11	11	0	Income paid to National School.						
	St. David's Chapter Sch.	2,199	1363	40	40	0	No house	M.A.	Classical	2nd	4	10	14
RADNOR	**Cwm Toyddwr.**	798	1719	32	32	0	- - -	- -	§ Elementary.				
	Presteign	2,383	1565	180	140	0	- - -	Clerk	Non-cl.	2nd	0	49	49
NORTH WALES. Pop. 426,700.													
ANGLESEY	**Beaumaris**	2,558	1609	966	490	*	House	M.A.	Classical	1st	41	12	53
CAERNARVON.	**Bangor**	6,738	1561	342	211	0	House	School closed.					
	Bottwnog	138	1616	215	181	0	House	M.A.	Semi-cl.	2nd	0	59	59
	Pwllheli	2,420	1773	Endowment apparently lost.				School in abeyance.					

* Exhibitions accounted for in School Endowment.
† Namely, 721*l.* actually expended on the School, and 1,470*l.* annual surplus.
‡ Besides a like amount accounted for in School Endowment.
‖ The property of Jesus College, Oxford.
§ Under Government inspection.
** Ordered to be capitalized.

Welsh Division—*continued.*

N.B.—*Gross Income of whole Charity sometimes includes other objects than School, e.g. Almshouses.*
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XI. WELSH. NORTH WALES—*cont.*			A.D.	£	£	£							
DENBIGH -	**Denbigh** -	5,946	1727	53	53	0	No house	Clerk	Semi-cl.	2nd	6	23	29
	Llanrwst -	3,903	1612	825	308	0	House -	Clerk	Classical	1st	7	21	28
	Ruabon -	14,343	1632	182	124	0	House -	M.A.	Classical	2nd	26	24	50
	Ruthin -	3,372	1595	310	206	143	House -	M.A.	Classical	1st	26	21	47
	Wrexham -	7,562	1603	32	32	0	House -	- -	Semi-cl.	2d	5	10	15
FLINT -	**Hawarden** -	7,044	1603	16	16	0	House -	- -	Semi-cl.	1st	6	29	35
	Holywell -	5,335	Unk[n]	7	5	0	No buildings.	Income paid to private School.					61
	Newmarket	520	1713	93	93	0	- - -	- -	Mixed elementary.				
	St. Asaph -	2,063	1679	14	14†	0	No house	LL.B.	Semi-cl.	2nd	12	34	46
MERIONETH	**Dolgellau** -	2,217	1665	38	38	0	No house	B.A.	Non-cl.	2nd	0	14	14
	Llan Egryn	652	1652	110	85	0	House -	Curate	Mixed Elementary.				60
	Llan-y-cil - Bala School.	2,383	1712	166	150	0	House -	- -	Semi-cl.	3rd	2	35	37
MONTGOMERY.	**Deythur** -	- -	1690	107	102	0	House -	Clerk	Classical	1st	20	0	50
									Non-cl.	3rd	0	30	
	Welshpool -	7,804	Unk[n]	9	9	0	No buildings.	Income paid to National School.					

† Besides 35*l.* paid by Vicars Choral of cathedral. ‡ Besides private pupils.

Note.

Natives of the Welsh Division are entitled to Scholarships, at present 18 in number, of 80*l.* a year each, and 27 Exhibitions of 40*l.* a year each, at Jesus College, Oxford.

Careswell, Lady Hastings, Freeston, and Milner Exhibitions.

Careswell Exhibitions (*see* Shropshire) are held at Christ Church, Oxford. They are 18 in number, worth 60*l.* a year each until M. A. for a resident, 21*l.* from B. A. to M. A. for a non-resident, and 27*l.* for three years after M. A.

Lady Hastings' Exhibitions (*see* York, Cumberland, and Westmorland) are ten in number, of 75*l.* a year each, at Queen's College, Oxford.

Freeston Exhibitions (*see* York, W. R.) are three of 50*l.* a year each, at University College, Oxford.

Milner Exhibitions (*see* York, W. R., and Westmorland) are four of 70*l.* a year each, at Magdalene College, Cambridge.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

LONDON DIVISION.

N.B.—The children in attendance at the schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
*MIDDLESEX (*Part of*).	2,030,814	4	8	3	2	†1	44,906	32,325	719	815	851	1,666
							24,424	14,880	0	449	876	1,325
							2,670	896	0	0	296	296
							2,379	197	0	—	—	—
							333	0	327	—	—	—
		18					74,712	48,298	1,046	1,264	2,023	3,287
SURREY (*Part of*).	579,748	2	2	1	1	1	8,518	1,825	0	25	227	252
							11,795	3,183	0	11	272	283
							1,535	804	0	0	281	281
							59	27	0	—	—	—
							220	220	0	—	—	—
		7					22,127	6,059	0	36	780	816
KENT (*Part of*).	193,427	2	0	0	1	0	861	824	39	216	58	274
							0	0	0	0	0	0
							0	0	0	0	0	0
							8	8	0	—	—	—
							0	0	0	—	—	—
		3					869	832	39	216	58	274

* Exclusive of the Charterhouse, Merchant Taylors', and St. Paul's Schools, and St. Peter's College, about 4,709*l.* a year.

† This foundation is in operation

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

LONDON DIVISION.

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
MIDDLESEX (*Part of*).	2,030,814	2					1,500	1,425	0	40	210	250
			7				11,683	3,633	719	0	1,489	1,489
				6			58,817	43,043	0	1,224	324	1,548
					2		2,379	197	0	—	—	—
						†1	333	0	327	—	—	—
		18					74,712	48,298	1,046	1,264	2,023	3,287
SURREY (*Part of*).	579,748	0					0	0	0	0	0	0
			3				17,243	3,399	0	36	309	345
				2			4,605	2,413	0	0	471	471
					1		59	27	0	—	—	—
						1	220	220	0	—	—	—
		7					22,127	6,059	0	36	780	816
KENT (*Part of*).	193,427	2					861	824	39	216	58	274
			0				0	0	0	0	0	0
				0			0	0	0	0	0	0
					1		8	8	0	—	—	—
						0	0	0	0	—	—	—
		3					869	832	39	216	58	274

Westminster, whose aggregate revenues amount to about 19,000*l.* net, besides Exhibitions amounting to in the form of Exhibitions.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

SOUTH-EASTERN DIVISION.

N.B.—The children in attendance at the Schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-classical.	Non-classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
KENT - (*Part of*).	540,460	10					10,492	6,308	1,405	391	301	692
			2				3,289	713	0	0	162	162
				2			222	188	0	0	140	140
					2		100	99	0	—	—	—
						4	98	88	0	—	—	—
		20					14,201	7,396	1,405	391	603	994
SURREY - (*Part of*).	251,345	3					380	333	72	92	103	195
			2				22	22	0	165	38	203
				2			225	211	0	29	117	146
					0		0	0	0	—	—	—
						1	3,350	500	0	—	—	—
		8					3,977	1,066	72	286	258	544
SUSSEX -	363,735	4					174	174	0	460	34	494
			2				105	77	0	292	34	326
				6			2,780	2,248	0	46	322	368
					1		28	28	0	—	—	—
						1	33	33	0	—	—	—
		14					3,120	2,560	0	798	390	1,188
*SOUTHAMPTON.	481,815	3					753	515	0	29	116	145
			3				246	205	0	12	66	78
				4			1,134	1,048	0	38	107	145
					3		92	86	0	—	—	—
						0	0	0	0	—	—	—
		13					2,225	1,854	0	79	289	368
BERKS -	176,256	4					860	350	1,054	406	62	468
			2				858	184	0	39	42	81
				0			0	0	0	0	0	0
					2		53	38	0	—	—	—
						2	76	76	23	—	—	—
		10					1,847	648	1,077	445	104	549

* Besides Winchester College, the income

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

SOUTH-EASTERN DIVISION.

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools. 1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.	Gross Income of whole Charities.	Net Annual Value of School Endowments.	Net Annual Value of Separate Exhibitions.	Boarders.	Day Scholars.	Total Scholars.
KENT (*Part of*).	540,460	6					£ 5,386	£ 4,351	£ 1,025	293	202	495
			5				5,217	2,051	380	98	169	267
				3			3,400	807	0	0	232	232
					2		100	99	0	—	—	—
						4	98	88	0	—	—	—
							14,201	7,396	1,405	391	603	994
						20						
SURREY (*Part of*).	251,345	1					80	73	42	78	33	111
			3				300	260	30	164	73	237
				3			247	233	0	44	152	196
					0		0	0	0	—	—	—
						1	3,350	500	0	—	—	—
							3,977	1,066	72	286	258	544
						8						
SUSSEX	363,735	2					0	0	0	450	7	457
			4				279	251	0	302	61	363
				6			2,780	2,248	0	46	322	368
					1		28	28	0	—	—	—
						1	33	33	0	—	—	—
							3,120	2,560	0	798	390	1,188
						14						
*SOUTHAMPTON.	481,815	0					0	0	0	0	0	0
			4				584	382	0	63	152	215
				6			1,549	1,386	0	16	137	153
					3		92	86	0	—	—	—
						0	0	0	0	—	—	—
							2,225	1,854	0	79	289	368
						13						
BERKS	176,256	3					275	270	1,054	397	50	447
			3				1,443	264	0	48	54	102
				0			0	0	0	0	0	0
					2		53	38	0	—	—	—
						2	76	76	23	—	—	—
							1,847	648	1,077	445	104	549
						10						

of which, including Exhibitions, is about 17,000*l.* a year net.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

SOUTH MIDLAND DIVISION.

N.B.—The children in attendance at the Schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
*MIDDLESEX (*Part of*).	187,325	1					875	391	0	52	100	152
			0				0	0	0	0	0	0
				4			1,617	1,262	0	0	455	455
					0		0	0	0	—	—	—
						0	0	0	0	—	—	—
		5					2,492	1,653	0	52	555	607
HERTS -	173,280	5					6,123	5,006	0	145	110	255
			3				193	149	0	20	48	68
				3			153	116	0	0	28	28
					2		91	42	0	—	—	—
						0	0	0	0	—	—	—
		13					6,560	5,313	0	165	186	351
*BUCKS -	167,993	2					590	409	0	5	45	50
			2				689	236	0	4	63	67
				1			207	135	0	0	100	100
					1		70	70	0	—	—	—
						0	0	0	0	—	—	—
		6					1,556	850	0	9	208	217
OXFORD -	170,944	3					337	323	0	113	82	195
			4				826	456	0	23	52	75
				2			283	256	8	16	84	100
					5		110	106	7	—	—	—
						2	1,580	132	0	—	—	—
		16					3,136	1,273	15	152	218	370
NOR TH-AMPTON.	227,704	3					1,140	904	214	98	133	231
			6				590	489	8	23	135	158
				6			961	459	0	0	301	301
					3		60	59	0	—	—	—
						1	304	304	0	—	—	—
		19					3,055	2,215	222	121	569	690
HUNTING-DON.	64,250	0					0	0	0	0	0	0
			3				918	419	17	19	95	114
				0			0	0	0	0	0	0
					1		24	24	0	—	—	—
						0	0	0	0	—	—	—
		4					942	443	17	19	95	114

* Besides Harrow and Eton, whose combined net income,

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

SOUTH MIDLAND DIVISION.

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
*MIDDLESEX (*Part of*).	187,325	1					875	391	0	52	100	152
			1				281	209	0	0	77	77
				3			1,336	1,053	0	0	378	378
					0		0	0	0	—	—	—
						0	0	0	0	—	—	—
		5					2,492	1,653	0	52	555	607
HERTS	173,280	4					6,083	4,976	0	145	80	225
			3				235	181	0	9	63	72
				4			151	114	0	11	43	54
					2		91	42	0	—	—	—
						0	0	0	0	—	—	—
		13					6,560	5,313	0	165	186	351
*BUCKS	167,993	0					0	0	0	0	0	0
			4				1,279	645	0	9	108	117
				1			207	135	0	0	100	100
					1		70	70	0	—	—	—
						0	0	0	0	—	—	—
		6					1,556	850	0	9	208	217
OXFORD	170,944	2					276	276	0	63	57	120
			4				435	383	0	62	111	173
				3			735	376	8	27	50	77
					5		110	106	7	—	—	—
						2	1,580	132	0	—	—	—
		16					3,136	1,273	15	152	218	370
NORTHAMPTON.	227,704	3					900	900	214	102	105	207
			4				620	282	0	11	135	146
				8			1,171	669	8	8	329	337
					3		60	59	0	—	—	—
						1	304	304	0	—	—	—
		19					3,055	2,215	222	121	569	690
HUNTINGDON.	64,250	0					0	0	0	0	0	0
			2				691	269	17	15	25	40
				1			227	150	0	4	70	74
					1		24	24	0	—	—	—
						0	0	0	0	—	—	—
		4					942	443	17	19	95	114

including Exhibitions, is about 19,000*l.* a year.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

SOUTH MIDLAND DIVISION—*continued.*

N.B.—The children in attendance at the schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
BEDFORD	135,287	1					£ 8,142	£ 2,898	£ 640	40	154	194
			1				3,598	1,282	0	0	320	320
				1			1,381	492	0	0	237	237
					1		16	16	0	—	—	—
						0	0	0	0	—	—	—
		4					13,137	4,688	640	40	711	751
CAMBRIDGE.	176,016	3					2,985	1,082	210	22	164	186
			1				872	57	0	4	25	29
				1			122	73	0	0	61	61
					0		0	0	0	—	—	—
						0	0	0	0	—	—	—
		5					3,979	1,212	210	26	250	276

EASTERN DIVISION.

ESSEX	404,851	6					£ 4,698	£ 2,633	£ 80	224	166	390
			5				857	709	2	16	190	206
				3			418	365	0	0	77	77
					2		244	184	0	—	—	—
						2	30	30	0	—	—	—
		18					6,247	3,921	82	240	433	673
SUFFOLK	337,070	5					1,280	926	201	115	136	251
			6				7,782	1,054	0	354	372	726
				10			1,417	1,120	0	28	415	443
					4		166	119	0	—	—	—
						0	0	0	0	—	—	—
		25					10,645	3,219	201	497	923	1,420
NORFOLK	434,798	3					1,624	765	32	70	102	172
			6				3,076	1,290	11	55	330	385
				5			1,218	841	0	32	192	224
					5		629	147	10	—	—	—
						0	0	0	0	—	—	—
		19					6,547	3,043	53	157	624	781

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

SOUTH MIDLAND DIVISION—*continued.*

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
BEDFORD	135,287	1					8,142	2,898	640	40	154	194
			1				3,598	1,282	0	0	320	320
				1			1,381	492	0	0	237	237
					1		16	16	0	—	—	—
						0	0	0	0	—	—	—
		4					13,137	4,688	640	40	711	751
CAMBRIDGE.	176,016	2					2,864	963	0	11	134	145
			2				993	176	210	15	55	70
				1			122	73	0	0	61	61
					0		0	0	0	—	—	—
						0	0	0	0	—	—	—
		5					3,979	1,212	210	26	250	276

EASTERN DIVISION.

ESSEX -	404,851	3					£ 2,847	£ 1,853	£ 78	147	63	210
			5				2,174	1,117	4	78	160	238
				6			952	737	0	15	210	225
					2		244	184	0	—	—	—
						2	30	30	0	—	—	—
		18					6,247	3,921	82	240	433	673
SUFFOLK	337,070	2					814	699	201	71	92	163
			8				7,192	1,626	0	409	279	688
				11			2,473	775	0	17	552	569
					4		166	119	0	—	—	—
						0	0	0	0	—	—	—
		25					10,645	3,219	201	497	923	1,420
NORFOLK	434,798	2					1,039	442	32	60	55	115
			6				3,356	1,347	11	59	372	431
				6			1,523	1,107	0	38	197	235
					5		629	147	10	—	—	—
						0	0	0	0	—	—	—
		19					6,547	3,043	53	157	624	781

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

SOUTH WESTERN DIVISION.

N.B.—The children in attendance at the schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
WILTS	249,311						£	£	£			
		3					1,304	930	1,301	589	49	638
			1				30	30	0	30	13	43
				4			266	226	0	6	137	143
					1		23	23	0	—	—	—
						1	26	24	0	—	—	—
		10 *					1,649	1,233	1,301	625	199	824
DORSET	188,789	4					4,272	1,261	160	225	126	351
			0				0	0	0	0	0	0
				4			272	230	0	3	142	145
					0		0	0	0	—	—	—
						1	12	12	0	—	—	—
		9					4,556	1,503	160	228	268	496
SOMERSET.	444,873	6					2,341	1,425	155	60	199	259
			2				172	105	0	49	84	133
				3			661	489	0	0	168	168
					3		52	52	0	—	—	—
						2	100	100	0	—	9*	9*
		16					3,326	2,171	155	109	460	569
DEVON	584,373	11					5,920	2,037	1,091	176	254	430
			5				758	363	87	13	216	229
				1			77	77	0	0	56	56
					0		0	0	0	—	—	—
						2	23	23	0	—	10*	10*
		19					6,778	2,500	1,178	189	536	725
CORNWALL.	369,390	1					25	25	60	4	20	24
			2				39	39	16	1	40	41
				2			276	246	0	8	80	88
					2		17	16	0	—	—	—
						4	27	27	0	—	3*	3*
		11					384	353	76	13	143	156

* Taught at proprietary or private school

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

SOUTH WESTERN DIVISION.

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools. 1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.	Gross Income of whole Charities.	Net Annual Value of School Endowments.	Net Annual Value of Separate Exhibitions.	Boarders.	Day Scholars.	Total Scholars.
							£	£	£			
WILTS -	249,311	2					247	218	1,301	577	34	611
			2				1,087	742	0	42	28	70
				4			266	226	0	6	137	143
					1		23	23	0	—	—	—
						1	26	24	0	—	—	—
		10					1,649	1,233	1,301	625	199	824
DORSET -	188,789	2					1,706	652	160	187	55	242
			3				2,641	679	0	38	118	156
				3			197	160	0	3	95	98
					0		0	0	0	—	—	—
						1	12	12	0	—	—	—
		9					4,556	1,503	160	228	268	496
SOMERSET.	444,873	1					29	28	0	2	31	33
			7				2,484	1,502	155	107	252	359
				3			661	489	0	0	168	168
					3		52	52	0	—	—	—
						2	100	100	0	—	9*	9*
		16					3,326	2,171	155	109	460	569
DEVON -	584,373	2					1,295	846	1,041	54	96	150
			7				4,445	1,107	118	96	187	283
				8			1,015	524	19	39	243	282
					0		0	0	0	—	—	—
						2	23	23	0	—	10*	10*
		19					6,778	2,500	1,178	189	536	725
CORNWALL.	369,390	0					0	0	0	0	0	0
			4				260	230	76	6	93	99
				1			80	80	0	7	47	54
					2		17	16	0	—	—	—
						4	27	27	0	—	3*	3*
		11					384	353	76	13	143	156

to which the Endowment is paid.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

WEST MIDLAND DIVISION.

N.B.—The children in attendance at the Schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
GLOUCESTER.	485,770	7					4,930	2,900	425	66	500	566
			4				981	749	75	55	66	121
				4			702	466	0	7	143	150
					1		724	70	0	—	—	—
						3	399	272	0	—	—	—
		19					7,736	4,457	500	128	709	837
HEREFORD.	123,712	2					1,930	1,439	919	59	111	170
			1				304	290	0	2	26	28
				2			65	65	0	0	86	86
					5		210	159	0	—	—	—
						0	0	0	0	—	—	—
		10					2,509	1,953	919	61	223	284
*SHROPSHIRE.	240,959	5					4,718	1,769	82	95	168	263
			4				441	361	0	48	88	136
				1			50	40	0	0	18	18
					1		18	18	0	—	—	—
						1	27	26	0	—	—	—
		12					5,254	2,214	82	143	274	417
STAFFORD	746,943	8					3,222	2,377	0	104	403	507
			5				1,298	843	20	55	304	359
				10			1,159	902	0	3	385	388
					3		495	448	0	—	—	—
						1	54	54	0	—	—	—
		27					6,228	4,624	20	162	1,092	1,254
WORCESTER.	307,397	5					2,725	1,818	592	103	223	326
			6				1,093	870	60	27	231	258
				2			203	163	0	0	49	49
					8		839	720	0	—	—	—
						0	0	0	0	—	—	—
		21					4,860	3,571	652	130	503	633
*WARWICK	561,855	8					8,445	5,961	610	71	458	529
			4				5,737	4,388	0	4	425	429
				6			2,817	1,947	55	0	594	594
					1		98	46	0	—	—	—
						0	0	0	0	—	—	—
		19					17,097	12,342	665	75	1,477	1,552

* Besides Shrewsbury and Rugby, whose combined

COUNTY SUMMARIES.

Schools Classified by Age of Scholars

WEST MIDLAND DIVISION.

" Elementary " are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools. 1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.	Gross Income of whole Charities.	Net Annual Value of School Endowments.	Net Annual Value of Separate Exhibitions.	Boarders.	Day Scholars.	Total Scholars.
							£	£	£			
GLOUCESTER.	485,770	4					3,418	1,995	350	60	406	466
			4				1,648	1,174	150	53	106	159
				7			1,547	946	0	15	197	212
					1		724	70	0	—	—	—
						3	399	272	0	—	—	—
				19			7,736	4,457	500	128	709	837
HEREFORD.	123,712	1					93	93	919	40	50	90
			1				1,837	1,346	0	19	61	80
				3			369	355	0	2	112	114
					5		210	159	0	—	—	—
						0	0	0	0	—	—	—
				10			2,509	1,953	919	61	223	284
*SHROPSHIRE.	240,959	3					2,671	798	82	87	68	155
			5				2,391	1,248	0	39	148	187
				2			147	124	0	17	58	75
					1		18	18	0	—	—	—
						1	27	26	0	—	—	—
				12			5,254	2,214	82	143	274	417
STAFFORD	746,943	2					607	522	0	77	79	156
			13				3,832	2,515	20	76	661	737
				8			1,240	1,085	0	9	352	361
					3		495	448	0	—	—	—
						1	54	54	0	—	—	—
				27			6,228	4,624	20	162	1,092	1,254
WORCESTER.	307,397	2					621	591	534	101	107	208
			6				1,690	1,265	118	27	276	303
				5			1,710	995	0	2	120	122
					8		839	720	0	—	—	—
						0	0	0	0	—	—	—
				21			4,860	3,571	652	130	503	633
*WARWICK	561,855	3					5,334	4,192	345	32	281	313
			6				7,250	4,995	265	35	497	532
				9			4,415	3,109	55	8	699	707
					1		98	46	0	—	—	—
						0	0	0	0	—	—	—
				19			17,097	12,342	665	75	1,477	1,552

net Income, including Exhibitions, is about 5,400*l.* a year.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught

NORTH MIDLAND DIVISION.

N.B.—The children in attendance at the Schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
LEICESTER.	237,412	4					3,126	1,769	110	45	142	187
			2				239	237	0	0	43	43
				5			1,222	924	0	9	191	200
					6		1,832	877	0	—	—	—
						2	121	120	0	—	10*	10*
		19					6,540	3,927	110	54	386	440
RUTLAND	21,861	2					4,178	2,040	0	295	25	320
			0				0	0	0	0	0	0
				0			0	0	0	0	0	0
					0		0	0	0	—	—	—
						0	0	0	0	—	—	—
		2					4,178	2,040	0	295	25	320
LINCOLN	412,246	10					6,423	4,117	160	139	430	569
			11				4,563	2,041	0	71	424	495
				9			1,911	1,195	0	16	696	712
					2		90	89	0	—	—	—
						0	0	0	0	—	—	—
		32					12,987	7,442	160	226	1,550	1,776
NOTTINGHAM.	293,867	3					4,007	1,618	0	48	185	233
			1				20	0	0	15	11	26
				1			49	40	0	0	55	55
					3		84	76	0	—	—	—
						3	1,254	135	0	—	—	—
		11					5,414	1,869	0	63	251	314
DERBY	339,327	4					2,873	1,644	61	211	239	450
			4				950	698	0	1	166	167
				2			434	362	0	27	100	127
					7		325	286	0	—	—	—
						0	0	0	0	—	—	—
		17					4,582	2,990	61	239	505	744

* Taught at a private school to

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

NORTH MIDLAND DIVISION.

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools. 1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.	Gross Income of whole Charities.	Net Annual Value of School Endowments.	Net Annual Value of Separate Exhibitions.	Boarders.	Day Scholars.	Total Scholars.
							£	£	£			
LEICESTER.	237,412	2					1,982	873	60	38	104	142
			3				839	755	50	13	108	121
				6			1,766	1,302	0	3	164	167
					6		1,832	877	0	—	—	—
						2	121	120	0	—	10*	10*
				19			6,540	3,927	110	54	386	440
RUTLAND	21,861	2					4,178	2,040	0	295	25	320
			0				0	0	0	0	0	0
				0			0	0	0	0	0	0
					0		0	0	0	—	—	—
						0	0	0	0	—	—	—
				2			4,178	2,040	0	295	25	320
LINCOLN	412,246	3					3,910	1,976	40	76	124	200
			10				3,676	2,561	120	66	505	571
				17			5,311	2,816	0	84	921	1,005
					2		90	89	0	—	—	—
						0	0	0	0	—	—	—
				32			12,987	7,442	160	226	1,550	1,776
NOTTINGHAM.	293,867	1					2,573	540	0	41	44	85
			3				1,454	1,078	0	22	152	174
				1			49	40	0	0	55	55
					3		84	76	0	—	—	—
						3	1,254	135	0	—	—	—
				11			5,414	1,869	0	63	251	314
DERBY	339,327	3					2,708	1,503	50	200	159	359
			3				786	592	11	11	204	215
				4			763	609	0	28	142	170
					7		325	286	0	—	—	—
						0	0	0	0	—	—	—
				17			4,582	2,990	61	239	505	744

which the Endowment is paid.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

NORTH-WESTERN DIVISION.

N.B.—The children in attendance at the Schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-classical.	Non-classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
CHESHIRE	505,428	5	10	2	7	2	1,815	1,613	0	57	321	378
							983	756	0	21	483	504
							512	425	0	0	131	131
							684	497	0	—	—	—
							23	23	0	—	—	—
		26					4,017	3,314	0	78	935	1,013
LANCASHIRE.	2,429,440	12	21	15	28	0	5,713	4,609	905	152	907	1,059
							3,834	2,422	0	126	985	1,111
							1,369	1,148	0	21	961	982
							1,193	972	0	—	—	—
							0	0	0	—	—	—
		76					12,109	9,151	905	299	2,853	3,152

YORKSHIRE DIVISION.

WEST RIDING.	1,507,796	12	20	20	16	3	£ 9,652	£ 6,214	£ 733	203	587	790
							4,571	3,118	30	99	767	866
							1,708	1,372	0	19	950	969
							467	411	0	—	—	—
							242	242	0	—	—	—
		71					16,640	11,357	763	321	2,304	2,625
EAST RIDING.	280,660	4	2	4	1	1	3,023	2,102	212	176	144	320
							191	155	0	0	74	74
							286	285	50	0	150	150
							20	20	0	—	—	—
							97	97	0	—	—	—
		12					3,617	2,659	262	176	368	544
NORTH RIDING.	245,154	3	7	5	10	3	857	375	8	78	81	159
							2,453	758	65	16	214	230
							268	229	0	0	235	235
							514	387	0	—	—	—
							578	506	0	—	4*	4*
		28					4,670	2,255	73	94	534	628

* Taught at a private school to

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

NORTH WESTERN DIVISION.

" Elementary " are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools. 1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.	Gross Income of whole Charities.	Net Annual Value of School Endowments.	Net Annual Value of Separate Exhibitions.	Boarders.	Day Scholars.	Total Scholars.
							£	£	£			
CHESHIRE	505,428	1					973	800	0	8	39	47
			10				1,789	1,460	0	65	720	785
				6			548	534	0	5	176	181
					7		684	497	0	—	—	—
						2	23	23	0	—	—	—
		26					4,017	3,314	0	78	935	1,013
LANCASHIRE -	2,429,440	5					3,954	3,193	700	113	459	572
			24				4,350	3,273	205	143	1,198	1,341
				19			2,612	1,713	0	43	1,196	1,239
					28		1,193	972	0	—	—	—
						0	0	0	0	—	—	—
		76					12,109	9,151	905	299	2,853	3,152

YORKSHIRE DIVISION.

							£	£	£			
WEST RIDING.	1,507,796	6					4,636	3,306	280	97	388	485
			25				8,427	5,489	483	189	934	1,123
				21			2,868	1,909	0	35	982	1,017
					16		467	411	0	—	—	—
						3	242	242	0	—	—	—
		71					16,640	11,357	763	321	2,304	2,625
EAST RIDING.	280,660	2					2,565	1,693	160	114	107	221
			5				685	599	102	62	166	228
				3			250	250	0	0	95	95
					1		20	20	0	—	—	—
						1	97	97	0	—	—	—
		12					4,617	2,659	262	176	368	544
NORTH RIDING.	245,154	1					295	229	8	76	32	108
			8				2,561	774	5	18	208	226
				6			722	359	60	0	290	290
					10		514	387	0	—	—	—
						3	578	506	0	—	4*	4*
		28					4,670	2,255	73	94	534	628

which the Endowment is paid.

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

NORTHERN DIVISION.

N.B.—The children in attendance at the schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
DURHAM	508,666	1					835	835	205	106	42	148
			4				497	457	20	42	109	151
				3			150	138	0	1	65	66
					2		78	78	0	—	—	—
						0	0	0	0	—	—	—
		10					1,560	1,508	225	149	216	365
NORTHUMBERLAND.	343,025	3					921	524	0	8	278	286
			2				36	36	0	3	204	207
				3			1,814	654	0	0	282	282
					2		200	176	0	—	—	—
						0	0	0	0	—	—	—
		10					2,971	1,390	0	11	764	775
CUMBERLAND.	205,276	3					1,300	1,172	277	89	113	202
			4				297	205	0	1	179	180
				2			266	236	0	0	145	145
					18		738	675	0	—	—	—
						2	13	13	0	—	—	—
		29					2,614	2,301	277	90	437	527
WESTMORLAND.	60,817	3					357	335	228	62	66	128
			4				711	553	88	7	198	205
				3			299	269	0	0	165	165
					29		1,144	1,026	0	—	—	—
						1	104	83	0	—	—	—
		40					2,615	2,266	316	69	429	498

COUNTY SUMMARIES.

Schools Classified by Age of Scholars.

NORTHERN DIVISION.

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
DURHAM	508,666	1					835	835	205	106	42	148
			3				427	387	20	42	97	139
				4			220	208	0	1	77	78
					2		78	78	0	—	—	—
						0	0	0	0	—	—	—
				10			1,560	1,508	225	149	216	365
NORTHUMBERLAND.	343,025	1					21	21	0	3	64	67
			4				1,271	550	0	8	393	401
				3			1,479	643	0	0	307	307
					2		200	176	0	—	—	—
						0	0	0	0	—	—	—
				10			2,971	1,390	0	11	764	775
CUMBERLAND.	205,276	0					0	0	0	0	0	0
			6				1,510	1,301	277	90	213	303
				2			353	312	0	0	224	224
					18		738	675	0	—	—	—
						2	13	13	0	—	—	—
				28			2,614	2,301	277	90	437	527
WESTMORLAND.	60,817	2					311	289	128	49	56	105
			3				537	392	100	20	94	114
				5			519	476	88	0	279	279
					29		1,144	1026	0	—	—	—
						1	104	83	0	—	—	—
				40			2,615	2,266	316	69	429	498

COUNTY SUMMARIES.

Schools Classified by Subjects Taught.

WELSH DIVISION.

N.B.—The children in attendance at the Schools designated

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
MONMOUTH.	174,633	2	1	1	1	0	1,714	1,203	0	0	39	39
							205	110	0	5	11	16
							1,462	1,095	0	0	76	76
							201	160	0	—	—	—
							0	0	0	—	—	—
		5					3,582	2,568	0	5	126	131
SOUTH WALES.	685,080	9	1	1	2	0	2,578	2,195	182	103	366	469
							68	68	0	0	18	18
							180	140	0	0	49	49
							43	43	0	—	—	—
							0	0	0	—	—	—
		13					2,869	2,446	182	103	433	536
NORTH WALES.	426,700	5	6	2	3	3	2,337	1,299	143	120	78	198
							496	446	0	31	190	221
							91	89	0	0	44	44
							212	187	0	—	—	—
							349	216	0	—	6*	6*
		19					3,485	2,237	143	151	318	469

* Taught at a private school

COUNTY SUMMARIES.

Classification by Age of Scholars.

WELSH DIVISION.

"Elementary" are not included in the following Totals of Scholars.

County.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
MONMOUTH.	174,633	1					1,463	1,096	0	0	24	24
			2				1,713	1,202	0	0	91	91
				1			205	110	0	5	11	16
					1		201	160	0	—	—	—
						0	0	0	0	—	—	—
				5			3,582	2,568	0	5	126	131
SOUTH WALES.	685,080	6					1,232	1,159	182	69	255	324
			5				1,594	1,244	0	34	178	212
				0			0	0	0	0	0	0
					2		43	43	0	—	—	—
						0	0	0	0	—	—	—
				13			2,869	2,446	182	103	433	536
NORTH WALES.	426,700	5					2,171	1,191	143	100	83	183
			6				534	442	0	49	164	213
				2			219	201	0	2	65	67
					3		212	187	0	—	—	—
						3	349	216	0	—	6*	6*
				19			3,485	2,237	143	151	318	469

to which the Endowment is paid.

DIVISIONAL SUMMARIES.

Schools classified by Subjects Taught.

N.B.—The children in attendance at the Schools designated

Division.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-classical.	Non-classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
I. LONDON.	2,803,989	8	10	4	4	2	54,285	34,974	758	1,056	1,136	2,192
							36,219	18,063	0	460	1,148	1,608
							4,205	1,700	0	0	577	577
							2,446	232	0	—	—	—
							553	220	327	—	—	—
		28					97,708	55,189	1,085	1,516	2,861	4,377
II. SOUTH-EASTERN.	1,813,611	24	11	14	8	8	12,659	7,680	2,531	1,378	616	1,994
							4,520	1,201	0	508	342	850
							4,361	3,695	0	113	686	799
							273	251	0	—	—	—
							3,557	697	23	—	—	—
		65					25,370	13,524	2,554	1,999	1,644	3,643
III. SOUTH MIDLAND.	1,291,145	18	19	19	13	3	20,192	11,013	1,064	475	788	1,263
							7,686	3,088	25	93	738	831
							4,724	2,793	8	16	1,266	1,282
							371	317	7	—	—	—
							1,884	436	0	—	—	—
		72					34,857	17,647	1,104	584	2,792	3,376
IV. EASTERN.	1,176,719	14	17	18	11	2	7,602	4,324	313	409	404	813
							11,715	3,053	13	425	892	1,317
							3,053	2,326	0	60	684	744
							1,039	450	10	—	—	—
							30	30	0	—	—	—
		62					23,439	10,183	336	894	1,980	2,874
V. SOUTH-WESTERN.	1,836,736	25	10	14	6	10	13,862	5,678	2,767	1,054	648	1,702
							999	537	103	93	353	446
							1,552	1,268	0	17	583	600
							92	91	0	—	—	—
							188	186	0	—	22*	22*
		65					16,693	7,760	2,870	1,164	1,606	2,770
VI. WEST MIDLAND.	2,466,636	35	24	25	19	5	25,970	16,264	2,628	498	1,863	2,361
							9,854	7,501	155	191	1,140	1,331
							4,996	3,583	55	10	1,275	1,285
							2,384	1,461	0	—	—	—
							480	352	0	—	—	—
		108					43,684	29,161	2,838	699	4,278	4,977

* Taught at proprietary or private schools

DIVISIONAL SUMMARIES.

Schools classified by Ages of Scholars

"Elementary," are not included in the following Totals of Scholars.

Division.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
I. LONDON.	2,803,989	4					2,361	2,249	39	256	268	524
			10				28,926	7,032	719	36	1,798	1,834
				8			63,422	45,456	0	1,224	795	2,019
					4		2,446	232	0	—	—	—
						2	553	220	327	—	—	—
			28				97,708	55,189	1,085	1,516	2,861	4,377
II. SOUTH-EASTERN.	1,813,611	12					5,741	4,694	2,261	1,218	292	1,510
			19				7,823	3,208	270	675	509	1,184
				18			7,976	4,674	0	106	843	949
					8		273	251	0	—	—	—
						8	3,557	697	23	—	—	—
			65				25,370	13,524	2,554	1,999	1,644	3,643
III. SOUTH-MIDLAND.	1,291,145	13					19,140	10,404	854	413	630	1,043
			21				8,132	3,428	227	121	894	1,015
				22			5,330	3,062	16	50	1,268	1,318
					13		371	317	7	—	—	—
						3	1,884	436	0	—	—	—
			72				34,857	17,647	1,104	584	2,792	3,376
IV. EASTERN.	1,176,719	7					4,700	2,994	311	278	210	488
			19				12,722	4,090	15	546	811	1,357
				23			4,948	2,619	0	70	959	1,029
					11		1,039	450	10	—	—	—
						2	30	30	0	—	—	—
			62				23,439	10,183	336	894	1,980	2,874
V. SOUTH-WESTERN.	1,836,736	7					3,277	1,744	2,502	820	216	1,036
			23				10,917	4,260	349	289	678	967
				19			2,219	1,479	19	55	690	745
					6		92	91	0	—	—	—
						10	188	186	0	—	22*	22*
			65				16,693	7,760	2,870	1,164	1,606	2,770
VI. WEST MIDLAND.	2,466,636	15					12,744	8,191	2,230	397	991	1,388
			35				18,648	12,543	553	249	1,749	1,998
				34			9,428	6,614	55	53	1,538	1,591
					19		2,384	1,461	0	—	—	—
						5	480	352	0	—	—	—
			108				43,684	29,161	2,838	699	4,278	4,977

to which the Endowment is paid.

DIVISIONAL SUMMARIES—*continued.*

Schools classified by Subjects Taught.

N.B.—The children in attendance at the Schools designated

Division.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		Classical.	Semi-Classical.	Non-Classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
VII. NORTH MIDLAND.	1,304,713	23	18	17	18	5	£	£	£			
							20,607	11,188	331	738	1,021	1,759
							5,772	2,976	0	87	644	731
							3,696	2,521	0	52	1,042	1,094
							2,331	1,328	0	—	—	—
							1,375	255	0	—	10*	10*
		81					33,701	18,268	331	877	2,717	3,594
VIII. NORTH-WESTERN.	2,934,868	17	31	17	35	2	7,528	6,222	905	209	1,228	1,437
							4,817	3,178	0	147	1,468	1,615
							1,881	1,573	0	21	1,092	1,113
							1,877	1,469	0	—	—	—
							23	23	0	—	—	—
		102					16,126	12,465	905	377	3,788	4,165
IX. YORK-SHIRE.	2,033,610	19	29	29	27	7	13,532	8,691	953	457	812	1,269
							7,215	4,031	98	115	1,055	1,170
							2,262	1,886	50	19	1,335	1,354
							1,001	818	0	—	—	—
							947	845	0	—	4*	4*
		111					24,927	16,271	1,098	591	3,206	3,797
X. NORTH-ERN.	1,117,784	10	14	11	51	3	3,413	2,866	710	265	499	764
							1,541	1,251	198	53	690	743
							2,529	1,297	0	1	657	658
							2,160	1,955	0	—	—	—
							117	96	0	—	—	—
		89					9,760	7,465	818	319	1,846	2,165
XI. MON-MOUTH & WALES.	1,286,413	16	8	4	6	3	6,629	4,697	325	223	483	706
							769	624	0	36	219	255
							1,733	1,324	0	0	169	169
							456	399	0	—	—	—
							349	216	0	—	6*	6*
		37					9,936	7,251	325	259	877	1,136

* Taught at private schools

DIVISIONAL SUMMARIES—*continued.*

Schools classified by Ages of Scholars.

"Elementary," are not included in the following Totals of Scholars.

Division.	Population.	Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
		1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
							£	£	£			
VII. NORTH MIDLAND.	1,304,713	11					15,351	6,932	281	650	456	1,106
			19				6,755	4,986	50	112	969	1,081
				28			7,889	4,767	0	115	1,282	1,397
					18		2,331	1,328	0	—	—	—
						5	1,375	255	0	—	10*	10*
		81					33,701	18,268	331	877	2,717	3,594
VIII. NORTH-WESTERN.	2,934,868	6					4,927	3,993	700	121	498	619
			34				6,139	4,733	205	208	1,918	2,126
				25			3,160	2,247	0	48	1,372	1,420
					35		1,877	1,469	0	—	—	—
						2	23	23	0	—	—	—
		102					16,126	12,465	905	377	3,788	4,165
IX. YORK-SHIRE.	2,033,610	9					7,496	5,228	448	287	527	814
			38				11,673	6,862	590	269	1,308	1,577
				30			3,840	2,518	60	35	1,367	1,402
					27		1,001	818	0	—	—	—
						7	917	845	0	—	4*	4*
		111					24,927	16,271	1,098	591	3,206	3,797
X. NORTHERN	1,117,784	4					1,167	1,145	333	158	162	320
			16				3,745	2,830	397	160	797	957
				15			2,571	1,439	88	1	887	888
					51		2,160	1,955	0	—	—	—
						3	117	96	0	—	—	—
		89					9,760	7,465	818	319	1,846	2,165
XI. MON-MOUTH & WALES.	1,286,413	12					4,866	3,446	325	169	362	531
			13				3,841	2,888	0	83	433	516
				3			424	311	0	7	76	83
					6		456	390	0	—	—	—
						3	349	216	0	—	6*	6*
		37					9,936	7,251	325	259	877	1,136

to which the Endowment is paid.

FINAL SUMMARY FOR THE WHOLE OF ENGLAND AND WALES.

Population (1861) 20,066,224.

Schools classified by Subjects Taught.

N.B.—The children in attendance at the Schools designated

Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
Classical.	Semi-classical.	Non-classical.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
					£	£	£			
209					186,279	113,597	13,285	6,762	9,498	16,260
	191				91,107	45,503	499	2,208	8,689	16,897
		172			34,912	23,966	113	309	9,366	9,654
			198		14,430	8,762	17	—	—	—
				50	9,473	3,356	350	—	42*	42*
820					336,201	195,184	14,264	9,279	27,595	36,874

* Taught at proprietary and private schools to which the Endowment is paid.

N.B.—The above Table is exclusive of the Charterhouse, Merchant and Rugby Schools, whose net aggregate income, including Exhibitions, is

If these Schools be added to those in the Table, and the value of the included, the total net income, including Exhibitions, is raised to nearly which have now become Elementary, to nearly 40,000.

The number of Schools or Departments of Schools, as shown above, is

FINAL SUMMARY FOR THE WHOLE OF ENGLAND AND WALES.

Population (1861) 20,066,224.

Schools classified by Age of Scholars.

"Elementary," are not included in the following Totals of Scholars.

Schools or Departments of Schools.					Gross Income of whole Charities.	Net Annual Value of		Boarders.	Day Scholars.	Total Scholars.
1st Grade.	2nd Grade.	3rd Grade.	Elementary.	In abeyance.		School Endowments.	Separate Exhibitions.			
					£	£	£			
100					81,770	51,020	10,284	4,767	4,612	9,379
	247				119,321	56,860	3,375	2,748	11,864	14,612
		225			111,207	75,186	238	1,764	11,077	12,841
			198		14,430	8,762	17	—	—	—
				50	9,473	3,356	350	—	42*	42*
820					336,201	195,184	14,264	9,279	27,595	36,874

* Taught at proprietary and private schools to which the Endowment is paid.

Taylors', St. Paul's, Westminster, Winchester, Harrow, Eton, Shrewsbury, about 65,000*l.* a year. The number of their scholars is 2,956.

Careswell and other like Exhibitions, noticed at the end of p. 127, be also 277,000*l.* a year, and the number of scholars, excluding those at Schools

820. The number of distinct Foundations for these Schools is 782.

1.—Proprietary Schools for Secondary Instruction of Boys arranged in Registrar General's Divisions.

N.B.—This List contains only such schools as have either supplied information to the Commissioners, or have been noticed by Assistant Commissioners.

Situation.	Description of School.	Date of Establishment.	Degree of Master.	Fees.		Character (by Instruction.)	Grade (by Age.)	Boarders.	Day Scholars.	Total Scholars.
				Tuition.	Board.					
1.—LONDON DIVISION.										
Blackheath	(1.) Proprietary School.	1830	M.A.	20*l.*	70*l.* to 80*l.*	Classical	1st	—	—	285
	(2.) School for sons and daughters of missionaries.									
Camden Town.	North London Collegiate Sch.	1850	B.D.	—	—	Classical	—	20	380	400
Clapham	St. Joseph's College (Roman Catholic).									
Clapton	St. John's Foundation School for sons of poor clergymen.	1852	M.A.	None*		Classical	2nd	63	0	63
Eaton Square.	St. Peter's Collegiate School.	—	M.A.	12 gs., 17 gs.	40 guineas	Classical	2nd	4	69	73
Finsbury Square.	Jews' College.									
Gower Street	University College School.	1832	M.A.	18*l.* to 21*l.*	—	Classical	—	—	—	347
Gray's Inn Road.	Home and Colonial Middle Sch. (mixed).	1863	—	2*l.* 8*s.* to 6*l.*	—	Non-class.	—	0	180	180
Hackney	(1.) Church of England Sch. (in union with King's College).	1830	M.A.	14 gs., 16 gs.	—	Classical	—	—	—	—
	(2.) Middle Sch. of Homerton Training Col.	—	—	—	—	—	—	—	—	—
Haverstock Hill.	Orphan Working School (boys).	1758	—	None†		Non-class.	3rd	225	0	225
Holborn (Red Lion Square).	Western Metropolitan Jewish School.	—	M.A.	12*l.*	—	Non-class.	3rd	0	40	40
Islington	(1.) Proprietary School (in union with King's College).	1830	M.A.	12 gs. to 17 gs.	—	Classical	1st	0	137	137
	(2.) Church Missionary Society's Children's Home (boys).	1848	Clerk	None†		Classical	—	35	0	35
Kensington	Proprietary Sch.	1831	M.A.	12 gs., 21 gs.	42 guineas	Classical	1st	46	100	146
Kingsland	Birkbeck School									
Lewisham	Congregational School.	—	—	—	—	Classical	—	—	—	—
Marylebone Road.	Philological Sch.	1762	—	3*l.* to 9*l.*	—	Semi-cl.	2nd	0	244	244
Mile End (Palestine Place).	Jews' School.	—	—	—	—	—	—	—	—	—
Peckham	Birkbeck School	—	—	—	—	—	—	—	—	—

* Education and maintenance free.
† Education, maintenance, and clothing free.

Situation.	Description of School.	Date of Establishment.	Degree of Master.	Fees.		Character (by Instruction.)	Grade (by Age.)	Boarders.	Day Scholars.	Total Scholars.
				Tuition.	Board.					
LONDON DIVISION—*continued.*										
Stockwell -	Proprietary Sch. (in union with King's College).	1832	M.A.	16 gs.	44 gs.	Classical -	1st	3	84	87
Strand - -	King's College School.	1829	B.D.	18 gs.	—	Classical & Modern Department.	2nd	0	412	412
Westminster (Bessborough Gardens).	Westminster and Pimlico Church of England Commercial Sch.	1855	—	4 gs. to 6*l.*	—	Non-class.	—	0	70	70
II.—SOUTH-EASTERN DIVISION.										
Brighton - *Suss.*	(1.) The College	—	M.A.	18*l.* to 28*l.*	45*l.* to 60*l.*	Classical -	1st	130	82	212
7, Ship Street	(2.) Proprietary School.	1836	—	4*l.* 4*s.* to 10*l.*	24 gs.	Semi-cl. -	2nd	16	81	97
47, Grand Parade.	(3.) Grammar and Commercial School.	1859	—	4*l.* 4*s.* to 10*l.*	25*l.* to 35*l.*	Semi-cl. -	2nd	15	158	173
St. Nicholas, Poplar Place.	(4.) Puget Middle Class Sch.	—	—	2*l.* 8*s.*	—	Non-class.	3rd	0	82	82
Croydon - *Surr.*	Friends' School	—	—	—	—	—	—	—	—	—
Epsom *Surr.*	Royal Medical Benevolent College.	1855	D.D.	30*l.* to 40*l.*		Classical -	1st	192	6	198
Erith - *Kent*	Belvedere Middle School.									
Radley *Berks.*	St. Peter's College.	1863	M.A.	105*l.*		Classical -	1st	133	0	133
III.—SOUTH-MIDLAND DIVISION.										
Haileybury *Herts.*	The College -	1864	M.A.	—	56*l.* to 76*l.*	Classical -	—	320	0	320
Hendon - *Midd.*	Mill Hill School									
Heston *Midd.* Spring Grove.	International Education Society's College.	1866	—	24 gs.	56 gs.	Classical -	—	58	12	70
Pinner *Midd.*	Commercial Travellers' School for Orphans and necessitous Children (boys & girls).	1845	—	None*		Semi-cl. -	3rd	0	160	160
Tottenham - *Midd.*	Friends' School, Grove House,	—	—	80 to 100 gs.		Classical -	1st	46	0	46
IV.—EASTERN DIVISION.										
Saham Toney. *Norf.*	College School -	1852	—	7*l.* to 8*l.*	21*l.* to 23*l.*	Semi-cl. -	2nd	40	15	55
Walthamstow. *Essex*	Forest School (in union with King's College.)	1834	D.D.	21*l.*	50 gs. to 60 gs.	Classical -	1st	78	20	98

* Maintenance, clothing, and education free.

Situation.	Description of School.	Date of Establishment.	Degree of Master.	Fees.		Character (by Instruction.)	Grade (by Age.)	Boarders.	Day Scholars.	Total Scholars.
				Tuition.	Board.					
V.—SOUTH-WESTERN DIVISION.										
Bath - *Som.*	(1.) Somersetshire College.	—	M.A.	12 to 18 gs.	35*l.* to 40*l.*	Classical -	1st	61	41	102
	(2.) Proprietary College, Sydney Gardens.	18	M.A.	10 to 18 gs.	35*l.* to 40*l.*	Classical -	1st	43	63	106
Callington - *Corn.*	Proprietary Sch. (boys & girls).	1864	M.A.	7*l.* 10*s.* to 10*l.* 10*s.*	20*l.* to 25*l.*	Semi-cl. -	3rd	11	171	182
Dorchester -	Dorset County School.	1864	M.A.	30*l.* to 34*l.*		Semi-cl. -	2nd	49	0	49
Probus *Corn.*	Proprietary Sch.	1853	M.A.	30 guineas		Classical -	2nd	32	7	39
Sampford Peverel. *Dev.*	East Devon County Sch.	—	—	6*l.* 6*s.*	14 to 19 gs.	Non-class.	—	—	—	—
Sidcot - *Som.*	Friends' School (boys & girls).	1808	—	12*l.* to 30*l.*		—	—	72	0	72
Taunton - *Som.*	(1.) West of England Dissenters' School.	—	M.A.	23*l.* to 34 guineas		Classical -	—	—	—	137
	(2.) Wesleyan Collegiate Institution.	1843	—	28 to 34 guineas		Classical -	—	170	6	176
Wells - *Som.*	Middle School -	—	A.C.P.	6*l.* to 8*l.*	22*l.* to 24*l.*	Semi-cl. -	2nd	13	23	36
West Buckland. *Dev.*	Devon County School.	1860	—	4 to 6 gs.	19 gs.	Semi-cl. -	1st	75	10	85
Wraxall *Som.*	Failand Lodge School.	1839	—	—	—	Semi-cl. -	2nd	51	0	51
VI.—WEST MIDLAND DIVISION.										
Cheltenham *Glouc.*	Proprietary College.	1840	D.D.	16*l.* to 20*l.*	45 gs. to 50 gs.	Classical -	1st	473	220	693
Clifton - - *Glouc.*	The College -	1860	M.A.	18*l.* to 25*l.*	50*l.* to 65*l.*	Classical -	1st	119	126	245
Edgbaston - *War.*	Proprietary Sch.	—	D.D.	8*l.* to 20*l.*	40 gs. to 60 gs.	Classical -	2nd	17	65	82
Hereford -	Proprietary Sch., Barr's Court.	—	—	6*l.* 10*s.* to 8*l.*	18*l.* 10*s.* to 22*l.*	Semi-cl. -	—	60	15	75
Malvern - *Worc.*	Proprietary College.	1862	M.A.	25*l.*	60*l.*	Classical -	1st	80	23	103
Oscott - *War.*	St. Mary's College (Roman Catholic).	—	D.D.	50 gs. to 60 gs.		Classical -	—	123	0	123
Tettenhall - *Staff.*	Evangelical Nonconformists' School.	—	—	45 gs.		Classical -	—	42	0	42
VII.—NORTH MIDLAND DIVISION.										
Chesterfield *Derby*	Mount St. Mary's College.	—	B.A.	—	36*l.* to 40*l.*	Classical -	1st	118	0	118
VIII.—NORTH-WESTERN DIVISION.										
Birkenhead *Chesh.*	Proprietary Sch. (Limited).	—	M.A.	18*l.* to 20*l.*	45*l.* to 50*l.*	Classical -	2nd	15	70	85
Blackburn (near). *Lanc.*	Stonyhurst College (Roman Catholic).	—	—	—	40 to 60 gs.	Classical -	—	0	205	205
Bolton *Lanc.*	Church of England Educational Institute.	1848	M.A.	8*l.* 8*s.*	—	Semi-cl. -	—	0	56	56

Situation.	Description of School.	Date of Establishment.	Degree of Master.	Fees. Tuition.	Fees. Board.	Character (by Instruction.)	Grade (by Age.)	Boarders.	Day Scholars.	Total Scholars.
VIII.—NORTH-WESTERN DIVISION—*continued.*										
Liverpool -	(1.) College: (*a*) Upper -	1840	M.A.	17*l.* 17*s.* to 23*l.* 2*s.*	42*l.*	Classical -	1st	30	149	179
	(*b*) Middle -	—	M.A.	11*l.* 11*s.*	—	Semi-cl. -	2nd	20	282	302
	(*c*) Lower -	—	B.A.	5*l.* 15*s.* 6*d.*	—	Semi-cl. -	2nd	1	367	368
	(2.) Royal Institution.	1819	D.C.L.	20 gs. to 25 gs.	79*l.*	Classical -	—	24	80	104
	(3.) Institute: (*a*.) High Sch.	1825	M.A.	6*l.* to 16*l.*	—	Semi-cl. -	2nd	0	195	893
	(*b*) Commercial School.			1*l.* 10*s.* to 4*l.* 4*s.*	—	Non-class.	2nd	0	698	
Manchester	Mechanics' Institution.	1824	—	3*l.* 8*s.*	—	Non-class.	—	0	230	230
Rossall *Lanc.*	School - -	—	M.A.	—	40*l.* to 60*l.*	Classical -	1st	370	0	370
Salford - -	Catholic Grammar School.	—	—	4*l.* 4*s.*	30*l.*	Classical -	2nd	0	56	56
Ulverston - *Lanc.*	Proprietary Sch.	1842	B.A.	6*l.*	—	Semi-cl. -	2nd	0	28	28
IX.—YORKSHIRE DIVISION.										
Ackworth -	(1.) Friends' School.	1779	—	13*l.* to 24*l.**		Semi-cl. -	2nd	153	0	153
	(2.) Training College.	—	—	1*l.* to 2*l.*†	—	Semi-cl. -	2nd	0	103	103
Bradford -	High School -	1856	M.A.	10*l.* to 26*l.*	—	Semi-cl. -	2nd	0	47	47
Fulneck (near **Leeds**).	Moravian School	1755	—	32*l.* to 35*l.*		Classical -	2nd	88	0	88
Huddersfield	(1.) Collegiate School.	1836	M.A.	10 to 12 gs.	—	Classical -	2nd	5	30	35
	(2.) Proprietary College, affiliated to London University.	1838	LL.B.	6*l.* to 10*l.*	42*l.*	Classical -	—	50	100	150
Leeds - -	Mechanics' Institute, Commercial and Mathematical School.	—	B.A.	—	—	Semi-cl. -	—	0	180	180
Sheffield -	Wesleyan Proprietary Grammar School.	1838	—	10 to 14 gs.	35 to 45 gs.	Classical -	1st	197	30	227
York (Elmfield).	Primitive Methodist Col.	1864	B.A.	22 to 30 guineas.		Classical -	1st	90	6	96
York - -	Friends' Proprietary School, Bootham.	1829	—	40*l.* to 50*l.*		Classical -	2nd	3	56	59
Wakefield -	Northern Congregational School.	1831	M.A.	15*l.* to 30 guineas.		Classical -	1st	55	0	55
Sheffield -	Collegiate Sch.	—	M.A.	10*l.* to 18*l.*	40*l.* to 50*l.*	Classical -	—	20	51	71
X.—NORTHERN DIVISION.										
Alnwick - *North.*	The Duke of Northumberland's School.	—	—	None		Non-class.	3rd	0	86	86
Berwick on Tweed.	Corporation's Academy.	1652	—	None		Non-class.	3rd	0	76	76
Hexham - *North.*	Proprietary Sch. (boys & girls).	—	M.A.	4*l.* to 6*l.*	—	Semi-cl. -	2nd	0	41	41
Lonkley - *North.*	Proprietary Sch. (boys & girls).	—	—	12*s.* to 2*l.*	—	Non-class.	3rd	0	80	80
Wigton - - *Cumb.*	Friends' School (boys & girls).	1815	—	—	—	—	—	—	—	42

* Board, clothing, and education.
† Supported partly by subscriptions and investments.

2.—Proprietary Schools for Secondary Instruction of Girls arranged in Registrar-General's Divisions.

Situation.	Description.	Date of Establishment.	Fees.		Leading Subjects of Instruction.	Boarders.	Day Scholars.	Total Scholars.	Other Particulars.
			Tuition.	Board.					
I.—LONDON DIVISION.									
Bloomsbury	West Central Collegiate Sch., Southampton Row.	1858	6 gs. to 9 gs.	- -	French, drawing, vocal music, English subjects; Latin for a few.	0	65	65	—
Camden Town.	North London Collegiate Sch.	1850	9 gs. to 12 gs.	33 gs.	French, drawing, music, English subjects. Latin for about 30 girls.	14	166	180	German, Italian, music, solo singing, and drawing are extras. *Weekly* boarders pay only 25*l.* 4*s.*
Gray's Inn Road.	Home and Colonial Society's Middle-Class School (mixed).	1863	- -	- -	- - - - -	—	—	—	*See* Table of Proprietary Schools for Boys.
Haverstock Hill.	Orphan Working School (girls).	1758	None.		Elementary -	101	0	101	Education, clothing, and maintenance free.
Islington -	Church Missionaries Children's Home (mixed).	1848	None.		—	—	—	—	—
Great Ormond Street.	Proprietary Sch. for daughters of shopkeepers and the lower middle class.	- -	1*l.* 2*s.* 0*d.* to 1*l.* 13*s.* 9*d.*	- -	Elementary and English subjects.	0	68	68	French is an extra, but there are no pupils.
Regent's Park.	Adult Orphan Institution.	1818	- -	13*l.* 6*s.*	Latin, Modern languages, music, drawing, and English subjects.	31	0	31	—

Situation.	Description.	Date of Establishment.	Fees. Tuition.	Fees. Board.	Leading Subjects of Instruction.	Boarders.	Day Scholars.	Total Scholars.	Other Particulars.
II.—SOUTH-EASTERN DIVISION.									
Brighton. 12, Marlborough Place.	Proprietary Sch.	—	—	—	—	—	—	—	—
St. Nicholas - *Suss.*	Puget Middle-Class School.	- -	2*l.* 8*s.*	- -	Elementary -	0	25	25	—
Portsmouth *Hants.*	St. Mary's Home at Wymering.	- -	- -	- -	French, music, and English subjects.	Both..		Not stated	Buildings belong to Vicar.
III.—SOUTH MIDLAND DIVISION.									
Bedford -	Moravian Seminary.	- -	30 gs.		French, German, music, and English subjects.	—	0	Not stated	French, German, music, singing, &c. are extras.
Oxford. Rowley House	Church School for daughters of gentlemen.	- -	30*l.* 14*s.*		French, music, drawing, and English subjects. Latin and German learnt by five girls.	50	0	50	Latin, German, singing, and dancing extra.
26, St. John's Street.	Schools of the Sisters of Mercy.	—	—	—	—	—	—	—	—
Pinner *Midd.*	Commercial Traveller's School for orphans and necessitous children (girls).	1845	None.		French, and English subjects.	65	0	65	Education, clothing, and maintenance free.
IV.—EASTERN DIVISION.									
Walthamstow. *Essex.*	School for Missionaries' daughters.	—	12*l.* to 15*l.*		French, music, drawing, singing, and English subjects. German learnt by 14, Latin by 6.	50	0	50	An additional charge of 5*l.* if clothing be added. Music is also an extra.
V.—SOUTH-WESTERN DIVISION.									
Callington - *Corn.*	Proprietary Sch. (mixed).	1864	—	—	- - - -	—	—	—	*See* Table of Proprietary Schools for Boys.
Frome - *Som.*	Chantry School	—	*See* margin.	34 gs.	French, German, music, and English subjects.	34	4	38	Day scholars and day boarders received by arrangement. German and music are extras.
Taunton *Som.*	Girls' School, at the Franciscan Convent (Rom. Cath.). Upper department.	—	78*l.*		Not stated - -	Not stated.			—
	Lower do.		16*l.*		Elementary, with a little music.	11	0	11	—
Tiverton - *Devon.*	Bolham School for Training Governesses.	1848	14*l.* to 18*l.*		Latin, French, German, music, and English subjects. Italian learnt by 11 girls.	38	0	38	Day scholars not admitted as a rule. By private arrangement there were 3 in 1865.

Situation.	Description.	Date of Establishment.	Fees.		Leading Subjects of Instruction.	Boarders.	Day Scholars.	Total Scholars.	Other Particulars.
			Tuition.	Board.					
VI.—WEST MIDLAND DIVISION.									
Cheltenham *Glouc.*	Ladies' College -	1854	12 gs. to 22 gs.	—	French, German, music, drawing, astronomy, and English subjects. Latin learnt by 3 girls, natural science by 17.	0	113	113	Music, singing, Italian, and dancing are extras.
Handsworth *Staff.*	Lower Middle-class School attached to St. Mary's Convent (Roman Catholic).	—	Not stated.	Board and tuition, 17*l.*	English subjects, with some French, drawing, and music.	45	10	55	French, drawing, and music are extras.
Hereford -	Ladies' College -	1860	10 gs. to 12 gs.	22*l.* 5*s.* to 26*l.*	French, German, music, drawing, and English subjects.	Not stated			Day boarders pay 20 gs. to 23 gs.
Stoke-upon-Trent. *Staff.*	Girls' School at the Dominican Convent (Roman Catholic). The day school includes some little boys.	—	3*l.*	20*l.*	English and elementary subjects. French learnt by three girls, drawing by four.	0	20	20	Boarding sch. only just opened when information received.
Stone - *Staff*	Girl's School at the Dominican Convent (Roman Catholic). For the upper classes.	—	60*l.*		Latin, French, music, drawing, and English subjects, German learnt by two, Italian by one.	16	0	16	German, Italian, music, drawing, &c. are extras.
West Bromwich. *Staff.*	Ladies' School in connexion with the Home at Sandwell Hall.	—	30*l.*	-	Latin, French, German, music, drawing, and English subjects.	17	0	17	Provision is being made to receive day scholars. Music, drawing, singing, and dancing are extras.
Wolverhampton - *Staff.*	St. Anne's School at St. Joseph's Convent.	—	—	—	- - - -	Both.			—
VII.—NORTH MIDLAND DIVISION.									
Lincoln -	School for Middle-class Girls.	—	—	—	—	—	—	—	—

Situation.	Description.	Date of Establishment.	Fees.		Leading Subjects of Instruction.	Boarders.	Day Scholars.	Total Scholars.	Other Particulars.
			Tuition.	Board.					
VIII.—NORTH-WESTERN DIVISION.									
Liverpool.									
Girls' Collegiate School.	Upper Department.	1856	3 gs.	—	French, drawing, elementary science, singing, and English subjects.	0	71	105	French is an extra.
	Lower Department.		6 gs.	—	Elementary branches of English.	0	34		—
Blackburn Ho.	Girls' School in connexion with Liverpool Institute.	1825	5*l.* 2*s.* to 5*l.* 12*s.*	—	Music, drawing, and English subjects. French learnt by 38; German by 9.	0	300	300	French, music, and drawing are extras.
Manchester.									
	School at the Roman Catholic Convent in Hulme.	—	10*l.*		French, German, music, and English subjects.	36	0	36	Music, singing, &c. extra.
IX.—YORKSHIRE DIVISION.									
Ackworth	Friends' School.	1779	13*l.* to 24*l.*		French, drawing, and English subjects.	117	0	117	The fees include clothing as well as board and education.
Fulneck, near Leeds.	Moravian School	1755	32*l.* to 35*l.*		Music, drawing, and English subjects.	40	0	40	—
Leeds	Ladies' Educational Institute.	—	Not stated.		English subjects. French learnt by 18; music by 20.	0	131	131	In connexion with the Leeds Mechanics' Institute.
York	The Friends' School.	1831	22*l.* 9*s.* to 24*l.* 12*s.*		French, drawing, and English subjects. Latin learnt by six girls; German by eight.	37	0	37	—
X.—NORTHERN DIVISION.									
Berwick-on-Tweed. *Northd.*	Corporations Academy (Girls' School).	1552	None.		English subjects and music. French learnt by 25; German by 13.	0	120	120	Intended for the daughters of freemen only.
Hexham *Northd.*	Proprietary Sch. (Boys & Girls).	—	4*l.* to 6*l.*	—	French, drawing, and English subjects. German learnt by three; music by nine.	0	31 Girls	31	Intended for boarders also, but none taken. Music, drawing, and sewing extra.

In addition to the above there are several schools for girls mentioned in the Roman Catholic Directory which appear to come within the Commissioners' definition of Proprietary Schools, but about which they have not received any information.

APPENDIX VII.

TABLE I.

(*a*) Showing the NUMBER of UNDERGRADUATES at the UNIVERSITIES of OXFORD and CAMBRIDGE in May 1867, as given in the Calendars for that year, and the Number of Undergraduates who returned answers to the Commissioners' questions.

N.B.—The number given in the Calendars is considerably in excess of those actually in residence.

OXFORD. Name of College or Hall.	Number at College or Hall.	Number of Forms returned.	CAMBRIDGE. Name of College or Hall.	Number at College or Hall.	Number of Forms returned.
University College	79	62	St. Peter's College	54	29
Balliol College	107	77	Clare College	64	46
Merton College	61	57	Pembroke College	52	31
Exeter College	144	135	Gonville and Caius College	115	81
Oriel College	91	67	Trinity Hall	109	59
Queen's College	115	81	Corpus Christi College	118	86
New College	57	48	Queen's College	47	28
Lincoln College	59	57	St. Catharine's College	41	34
All Souls College	4	4	Christ's College	97	36
Magdalen College	55	49	St. John's College	296	191
Brasenose College	104	85	Magdalene College	55	27
Corpus Christi College	54	42	Trinity College	605	283
Christ Church College	265	162	Emmanuel College	83	68
Trinity College	69	62	Sidney Sussex College	49	39
St. John's College	74	35	Downing College	28	2
Jesus College	60	45	King's College	16	0
Wadham College	81	77	Jesus College	90	0
Pembroke College	85	68			
Worcester College	93	92			
St. Mary Hall	53	30			
Magdalen Hall	81	0			
New Inn Hall	2	0			
St. Albans Hall	41	26			
St. Edmund Hall	23	0			
	1,857	1,361		1,909	1,043

(*b*) Showing the NUMBER of STUDENTS who matriculated at the UNIVERSITY OF LONDON in the years 1864, 1865, and 1866, as given in the Official List.

Total number matriculated	1,006
Total number of forms sent	980
Number of forms returned	784

N.B.—The forms were not sent to students whose place of residence, as given in the list, was out of the British Islands.

TABLE II.

ANALYSIS of RETURNS made by about Three-fourths of the Undergraduates of the University of OXFORD, and more than Half of the Undergraduates of the University of CAMBRIDGE in May 1867.

N.B.—The term "Exhibitions" in all these tables includes "Scholarships."

GENERAL SUMMARY.

	Total			Oxford.			Cambridge.		
	Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding	
		Restricted Exhibitions.	Open Exhibitions.		Restricted Exhibitions.	Open Exhibitions.		Restricted Exhibitions.	Open Exhibitions.
i. Number of undergraduates who having been *two years at* one school had gone to the University *within one* year after leaving that school.	1,949	555	492	1,154	331	267	795	224	222
ii. Number of undergraduates who having been *two years at* one school had gone to the University *within two years* after leaving that school.	257	12	26	139	7	13	118	5	13
iii. Number of undergraduates (from whom returns were received) not coming under the above descriptions.	197	13	28	67	7	5	130	6	23
	2,403	580	546	1,360	345	285	1,043	235	257

ANALYSIS of SUMMARY, showing the Number at each Class of Schools.

i. Number of undergraduates who, having been *two years at* one school or other place of education, had gone to either University *within one year* after leaving such school or other place of education :—									
The Nine schools, with Marlborough and Cheltenham Colleges.	604	178	127	487	133	97	207	45	30
139 grammar schools, exclusive of the above	647	291	234	352	148	103	295	143	126
43 proprietary schools	231	55	67	123	31	37	108	24	30
31 private schools	45	—	9	16	—	1	29	—	8
Private tutors	239	1	21	123	1	8	116	—	13
Schools in Scotland and Ireland	48	16	22	30	11	13	18	5	9
Schools in Channel Islands, Colonial and Foreign	45	14	9	23	7	3	22	7	6
	1,949	555	492	1,154	331	267	795	224	222
ii. Number of undergraduates who, having been *two years at* one school or other place of education, have gone to either University *within two years* after leaving such school or other place of education :—									
The Nine schools, with Marlborough and Cheltenham Colleges.	99	—	5	63	—	4	36	—	1
45 grammar schools, exclusive of the above	54	3	7	24	—	2	30	3	5
21 proprietary schools	39	5	9	21	3	5	18	2	4
10 private schools	10	—	—	5	—	—	5	—	—
Private tutors	39	1	3	15	1	—	24	—	3
Schools in Scotland and Ireland	10	3	2	3	3	2	2	—	—
Schools in Channel Islands, Colonial and Foreign	6	—	—	3	—	—	3	—	—
	257	12	26	139	7	13	118	5	13

Table compiled from Returns made by Undergraduates—*cont.*

	Total.			Oxford.			Cambridge.		
	Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding	
		Restricted Exhibitions.	Open Exhibition.		Restricted Exhibitions.	Open Exhibitions.		Restricted Exhibitions.	Open Exhibitions.
iii. Number of undergraduates (from whom returns were received) not included in i. and ii. N.B. The information relates only to the *four years preceding* residence at the University:—									
At no one school two years	86	3	9	33	1	3	53	2	6
Less than two years' education	57	4	5	16	2	1	41	2	5
Self-taught, studying law and medicine	9	—	3	—	—	—	9	—	3
No education	31	5	6	9	3	1	22	2	6
Engaged as tutors previous to going to the University.	8	1	5	3	1	2	5	—	3
No information	6	—	—	6	—	—	—	—	—
	197	13	28	67	7	5	130	6	23

TABLE III.

(*Further Analysis of No.* i. *in Table II.*)

TABLE showing the NUMBER of UNDERGRADUATES in residence at the UNIVERSITIES of OXFORD or CAMBRIDGE, in May 1867, who had been educated for *two years at* the School (or other place of education) named, and had gone to the University *within one year* from leaving that School, &c.

N.B.—This return is given in order to show the relative positions of the Nine Schools included in a former Commission with other Schools.

The names in Italics are names of Schools, &c. not included in the List of Endowed (Grammar or other Secondary) Schools.

Name of School or other Place of Education.	Total			Oxford.			Cambridge.		
	Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding	
		Restricted Exhibitions.	Open Exhibitions.		Restricted Exhibitions.	Open Exhibitions.		Restricted Exhibitions.	Open Exhibitions.
Eton	161	12	12	121	11	11	40	1	1
Rugby	109	23	24	65	18	19	44	5	5
Harrow	107	10	9	71	7	9	36	3	—
Marlborough College	76	12	25	59	8	20	17	4	5
Winchester College	74	37	10	58	35	9	5	2	1
Do. (Commoners)		2	—	11	2	—	—	—	—
Cheltenham College	41	3	10	28	3	6	13	—	4
Repton	36	6	10	12	1	3	24	5	7
Shrewsbury	35	12	8	13	5	2	22	7	6
Uppingham	35	12	9	12	7	2	23	5	7
Rossall	33	5	13	16	4	10	17	1	3

Table compiled from Returns made by Undergraduates—*cont.*

Name of School or other Place of Education.	Total			Oxford.			Cambridge.		
	Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding		Number of Undergraduates.	Number holding	
		Restricted Exhibitions.	Open Exhibitions.		Restricted Exhibitions.	Open Exhibitions.		Restricted Exhibitions.	Open Exhibitions.
Merchant Taylors'	27	15	14	20	11	10	7	4	4
Westminster	23	19	—	15	13	—	8	6	—
Brighton College	22	9	7	11	4	3	11	5	4
King's College	22	6	5	11	4	2	11	2	3
King's College School	22	8	9	7	4	4	15	4	5
Manchester Grammar School	21	5	13	15	2	10	6	3	3
Radley	21	—	2	16	—	1	5	—	1
St. Paul's	21	16	7	11	8	5	10	8	2
Bradfield	20	5	5	17	5	5	3	—	—
Charterhouse	20	17	8	15	12	6	5	5	2
Birmingham	18	9	4	9	5	—	9	4	4
Bromsgrove	18	1	3	14	1	1	4	—	2
Tonbridge	18	10	8	10	5	4	8	5	4
23 schools (named above) having 18 or more undergraduates each.	980	254	215	637	175	142	343	79	73
2 other schools having 17 undergraduates each	34	18	23	19	9	13	15	9	10
3 " " 15 " "	45	22	22	26	10	10	19	12	12
1 " " 14 " "	14	11	7	11	8	6	3	3	1
1 " " 13 " "	13	8	8	7	4	4	6	4	4
1 " " 12 " "	12	6	3	8	4	2	4	2	1
4 " " 11 " "	44	18	11	31	5	3	13	3	3
2 " " 10 " "	20	6	6	11	3	4	9	3	2
2 " " 9 " "	18	10	8	2	1	1	16	9	7
7 " " 8 " "	56	32	23	30	16	10	26	16	13
6 " " 7 " "	42	19	13	20	11	6	22	8	7
6 " " 6 " "	36	19	15	18	9	6	18	10	9
7 " " 5 " "	35	18	7	20	12	3	15	6	4
12 " " 4 " "	48	21	15	23	10	4	25	11	11
15 " " 3 " "	45	14	12	26	7	7	19	7	5
43 " " 2 " "	86	30	25	47	18	10	39	12	15
89 " " 1 " "	89	23	24	42	10	7	47	13	17
Schools in Scotland	37	14	16	26	11	12	11	3	4
" Ireland	11	2	6	4	—	1	7	2	5
Channel Islands and Isle of Man	13	7	4	6	4	1	7	3	3
Colonial	20	7	3	8	3	—	12	4	3
Foreign	12	—	2	9	—	2	3	—	—
Private tutors	239	1	21	123	1	8	116	—	13
	1,949	555	489	1,154	381	267	795	224	222

TABLE IV.

TABLE (compiled from Returns made by the Head Masters of the Schools, see Report, p. 127, note) showing the NUMBER of **Undergraduates** in residence at the UNIVERSITIES of OXFORD or CAMBRIDGE, in May 1867, who had been educated for *two years at* the School named, and had gone to the University *within one year* from leaving that School; and also the number of Scholars of the School in 1865 or (if that number were not known) for 1866 or 1867.

N.B.—The Nine Schools included in a former Commission and Marlborough and Cheltenham Colleges are not included in this List.

The names in *italics* are names of Schools, &c. not included in the list of Endowed (Grammar or other Secondary) Schools.

The estimate in the last column is based on the assumptions (1), that the Undergraduate life is three years; (2), that the period spent at the School named is, in the case of a Boarder who goes to the University, 6 years; in the case of a Day Scholar, 7½ years.

Name of School or Place of Education.	Total Undergraduates at Oxford and Cambridge in May 1867.			Undergraduates who had been						Number at School.			Estimated proportion per cent. of Boys at the School destined for the University to total Scholars.
				Day Scholars.			Boarders.						
	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Day Scholars.	Boarders.	Total Scholars.	
Repton	49	2	15	1	—	—	48	2	15	31	162	193	51·0
Uppingham	42	15	10	—	—	—	42	15	10	7	261	268	31·3
London (King's Coll. School)	40	—	9	40	—	9	—	—	—	412	—	412	24·3
Rossall	39	3	19	—	—	—	39	3	19	—	370	370	21·0
Manchester (Grammar School)	36	9	20	36	9	20	—	—	—	252	—	252	35·7
Radley	32	—	6	—	—	—	32	—	6	—	133	133	48·1
Brighton College	26	4	8	10	2	3	16	2	5	82	130	212	26·8
Blackheath (Proprietary Sch.)	25	8	8	12	4	3	13	4	5	—	—	—	—
Bradfield	24	6	10	—	—	—	24	6	10	—	109	109	44·0
Sherborne	23	4	6	2	1	1	21	3	5	37	150	187	25·1
Bromsgrove	21	2	3	3	—	2	18	2	1	12	98	110	39·5
Highgate	21	4	8	10	2	6	11	2	2	81	49	130	36.1
Tonbridge	19	13	6	6	4	1	13	9	5	76	96	172	23·8
Ipswich	18	6	6	7	4	5	11	2	1	58	45	103	38·3
London, Christ's Hospital	18	17	13	—	—	—	18	17	13	—	775	775	4·6
Birmingham	16	12	10	14	12	10	2	—	—	19	216	235	16·6
Wellington College	16	4	2	—	—	—	16	4	2	—	270	270	11·8
Leeds	15	5	5	8	5	4	7	—	1	173	14	187	18·2
Durham	14	1	6	2	—	1	12	1	5	42	106	148	19·5
Lancing College	14	—	4	—	—	—	14	—	4	—	126	126	22 2
Clifton College	13	1	5	4	—	2	9	1	3	126	119	245	11·4
Walthamstow (Forest School)	13	—	2	1	—	—	12	—	2	20	78	98	27·0
City of London School	12	12	11	12	12	11	—	—	—	641	—	641	4·6
Isle of Man (K. William's Coll.)	12	5	5	2	2	1	10	3	4	—	—	—	—
Oxford (Magdalen Coll. Sch.)	12	—	10	4	—	3	8	—	7	28	63	91	28·5
York (St. Peter's)	12	5	7	4	2	2	8	3	5	83	88	171	15·2
Lancaster	11	4	6	5	3	4	6	1		84	74	158	15·5
Liverpool (College)	11	—	6	11	—	6	—	—	—	149	30	179	15·3
Canterbury (Cathedral School)	10	6	7	5	3	3	5	3	4	52	55	107	21·0
Liverpool Royal Inst. School	10	2	8	9	1	7	1	1	1	—	—	—	—
Oakham	10	8	1	1	1	—	9	7	1	18	34	52	39·2
Aldenham	9	8	5	—	—	—	9	8	5	—	60	60	30·0
Kensington (Proprietary Sch.)	9	5	2	4	4	2	5	1	—	10	46	146	13·7
Norwich	9	2	6	6	1	4	3	1	2	30	40	70	30·0
Torquay (G. T. Warner)	9	—	—	—	—	—	9	—	—	—	—	—	—
Bedford (Grammar School)	8	6	6	8	6	6	—	—	—	184	21	25	9·7
Bury St. Edmund's	8	5	4	4	4	3	4	1	1	34	26	60	30·0

Table compiled from Returns made by Head Master—*continued.*

Name of School or Place of Education.	Total Undergraduates at Oxford and Cambridge in May 1867.			Undergraduates who had been Day Scholars.			Undergraduates who had been Boarders.			Number at School.			Estimated proportion per cent. of Boys at the School destined for the University to total Scholars.
	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Day Scholars.	Boarders.	Total Scholars.	
Canterbury (Clergy Orphanage)	8	3	6	—	—	—	8	3	6	—	85	85	18·8
Llandovery	8	2	3	5	2	2	3	—	1	10	43	53	34·9
Newark	8	3	3	3	3	1	5	—	2	44	41	85	20·5
Sedbergh	8	6	1	3	1	—	5	5	1	8	17	25	70·0
Windermere College	8	—	4	—	—	—	8	—	4	—	—	—	—
Ystrad Meurig	8	—	7	8	—	7	—	—	—	127	—	127	15·7
Bath (Somersetshire College)	7	—	4	—	—	—	7	—	4	—	—	—	—
Bristol Grammar School	7	4	4	7	4	4	—	—	—	228	—	228	7·6
Clapham (Grammar School)	7	—	2	4	—	1	3	—	1	—	—	—	—
Pocklington	7	4	3	4	2	2	3	2	1	24	26	50	32.0
Tiverton	7	6	3	5	4	2	2	2	1	90	—	90	18·3
Bath (Sydney College)	6	3	3	1	1	—	5	2	3	63	43	106	11·8
Beaumaris	6	3	1	—	—	—	6	3	1	6	11	17	70·5
St. Bees Grammar School	6	2	2	4	2	1	2	—	1	94	44	138	10·1
Cowbridge	6	3	1	1	1	—	5	2	1	22	14	36	34·7
Guildford Grammar School	6	1	—	—	—	—	6	1	—	29	81	110	10·9
Hammersmith (Godolphin Sch.)	6	—	1	1	—	1	5	—	—	140	40	180	6·9
Hereford (Cathedral School)	6	6	—	2	2	—	4	4	—	50	40	90	14·4
Heversham	6	5	1	1	—	—	5	5	1	33	39	72	17·3
Hurstpierpoint	6	4	2	—	—	—	6	4	2	7	324	331	3·6
Sheffield (Wesleyan College)	6	1	—	—	—	—	6	1	—	30	197	227	—
Boston	5	—	2	1	—	—	4	—	2	54	20	74	14·1
Cheltenham (Berkeley Hall Sc.)	5	—	—	1	—	—	4	—	—	—	—	—	—
Grantham	5	3	1	4	3	1	1	—	—	33	46	79	15·2
Haverfordwest	5	5	2	5	5	2	—	—	—	41	4	45	27·7
Exeter (Grammar School)	5	5	—	1	1	—	4	4	—	40	10	50	21·0
Islington (Proprietary)	5	4	5	5	4	5	—	—	—	137	—	137	9·1
Marlborough Grammar School	5	3	—	—	—	—	5	3	—	32	58	90	11·1
Oswestry	5	1	3	2	1	1	3	—	2	23	33	56	19·6
Rochester (Cathedral School)	5	2	2	2	1	1	3	1	1	25	24	47	23·4
Abingdon	4	4	—	1	1	—	3	3	—	50	18	68	12·5
Bury St. Edmund's (Brook Ho.)	4	—	3	1	—	—	3	—	3	—	—	—	—
Crewkerne	4	2	—	2	2	—	2	—	—	36	24	60	15·0
Derby	4	2	—	1	1	—	3	1	—	67	22	89	9·5
Felsted	4	—	2	—	—	—	4	—	2	1	94	95	8·3
Kidderminster	4	—	2	1	—	1	3	—	1	—	—	34	25·0
Lucton	4	2	—	—	—	—	4	2	—	61	19	80	10·0
Ruthin	4	3	1	—	—	—	4	3	1	21	26	47	17·0
Stockwell College	4	—	1	4	—	1	—	—	—	84	3	87	11·5
Taunton (The College School)	4	1	2	4	1	2	—	—	—	43	7	50	20·0
Wakefield	4	4	4	4	4	4	—	—	—	65	13	78	12·8
Wimbledon (Kier House)	4	—	—	—	—	—	4	—	—	—	—	—	—
Winchester (Hyde Abbey Sch.)	4	—	—	—	—	—	4	—	—	—	—	—	—
Ashford	3	—	2	—	—	—	—	—	—	28	13	41	—
Atherstone	3	—	1	3	—	1	—	—	—	26	9	35	21·4
Brewood	3	1	3	—	—	—	3	1	3	26	65	91	6·6
Brighton (11, Sussex Square)	3	—	—	3	—	—	3	—	—	—	—	—	—
Cambridge	3	—	*3	—	—	3	—	—	—	105	—	105	7·1

* One sizarship and one sub-sizarship.

Table compiled from Returns made by Head Masters—*continued.*

Name of School or Place of Education.	Total Undergraduates at Oxford and Cambridge in May 1867.			Undergraduates who had been Day Scholars.			Undergraduates who had been Boarders.			Number at School.			Estimated proportion per cent. of Boys at the School destined for the University to total Scholars.
	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Day Scholars.	Boarders.	Total Scholars.	
Cheltenham Grammar School	3	1	—	—	—	—	3	1	—	103	17	120	5·0
Edgbaston (Proprietary Sch.)	3	—	—	—	—	—	3	—	—	—	—	—	—
Ely Cathedral School	3	1	1	—	—	—	3	1	1	—	—	36	16·6
Epsom (Medical College)	3	—	2	—	—	—	3	—	2	6	192	198	3·0
Jersey (Victoria College)	3	2	2	3	2	2	—	—	—	—	—	—	—
London (Mercers' School)	3	2	—	3	2	—	—	—	—	70	—	70	10·7
,, *(Regent's Park Coll.)*	3	—	1	—	—	—	3	—	1	—	—	—	—
Loughborough	3	—	3	—	—	—	3	—	3	71	22	93	6·4
Blandford	3	—	—	3	—	—	—	—	—	18	37	55	13·6
Peterborough Cathedral School	3	2	1	—	—	—	3	2	1	44	14	58	10·3
Plymouth	3	1	—	3	1	—	—	—	—	43	10	53	14·1
Sevenoaks	3	2	1	3	2	1	—	—	—	57	—	57	13·1
Stamford	3	2	—	2	2	—	1	—	—	77	1	78	8·9
Stonyhurst College	3	—	—	—	—	—	3	—	—	—	—	—	—
Wimbledon School	3	—	1	—	—	—	3	—	1	—	—	—	—
Wolverhampton	3	—	1	2	—	1	1	—	—	186	—	186	12·8
Abergavenny	2	—	2	2	—	2	—	—	—	14	2	16	
Ashby-de-la-Zouch	2	1	—	2	1	—	—	—	—	45	2	47	
Aspley	2	—	—	—	—	—	2	—	—	—	—	—	
Blackheath (Perceval House)	2	—	—	—	—	—	2	—	—	—	—	—	
Brentwood	2	—	—	1	—	—	1	—	—	44	46	90	
Bishop Stortford	2	—	1	—	—	—	2	—	1	21	49	70	
Clitheroe	2	2	2	—	—	—	2	2	2	26	28	54	
Coventry	2	2	1	2	2	1	—	—	—	58	4	62	
Dulwich College Upper Sch.	2	2	2	2	2	2	—	—	—	25	118	143	
Finchley (Christ's College)	2	—	—	—	—	—	2	—	—	—	—	—	
Gloucester (Cathedral School)	2	—	—	1	—	—	1	—	—	57	36	93	
Guernsey (Qu. Eliz. College)	2	2	—	1	1	—	1	1	—	—	—	—	
Haileybury College	2	—	1	—	—	—	2	—	1	—	320	320	
Halifax (Heath School)	2	—	2	2	—	2	—	—	—	35	5	40	
Hawkshead	2	—	—	—	—	—	2	—	—	6	11	17	
Huddersfield (Collegiate Sch.)	2	—	—	1	—	—	1	—	—	32	—	32	
Ilminster	2	1	—	1	1	—	1	—	—	20	12	32	
Kings Lynn	2	1	—	2	1	—	—	—	—	25	20	45	
Macclesfield	2	1	1	2	1	1	—	—	—	101	—	101	
Maidstone	2	2	—	2	2	—	—	—	—	46	8	54	
New Cross (Royal Naval Sch.)	2	2	2	—	—	—	2	2	2	—	203	203	
Newport (Salop)	2	2	—	2	2	—	—	—	—	74	1	75	
Oscott College	2	—	—	—	—	—	2	—	—	—	125	125	
Southwark (St. Saviour's)	2	2	1	2	2	1	—	—	—	120	—	120	
Springfield (Trinity Ch. Sch.)	2	—	1	—	—	—	2	—	1	—	—	—	
Thornbury	2	—	1	—	—	—	2	—	1	23	1	24	
Thornton (Yorkshire, N.R.)	2	—	1	1	—	1	1	—	—	14	12	26	
Warminster (Mission House)	2	—	—	—	—	—	2	—	—	—	—	—	
Warwick	2	2	2	1	1	1	1	1	1	39	4	43	
Wimborne	2	1	1	—	—	—	2	1	1	57	29	86	
Wisbech	2	2	—	2	2	—	—	—	—	13	8	21	
Worcester (Cathedral School)	2	—	1	2	—	1	—	—	—	85	9	94	
Appleby (Leicestershire)	1	—	—	—	—	—	1	—	—	33	16	49	

Table compiled from Returns made by Head Masters—*continued.*

Name of School or Place of Education.	Total Undergraduates at Oxford and Cambridge in May 1867.			Undergraduates who had been Day Scholars.			Undergraduates who had been Boarders.			Number at School.		
	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Total Number.	Number holding restricted Exhibitions or Scholarships.	Number holding open Exhibitions or Scholarships.	Day Scholars.	Boarders.	Total Scholars.
Basingstoke	1	—	1	—	—	—	1	—	1	13	13	26
Beccles	1	—	1	—	—	—	1	—	1	10	22	32
Berwick-on-Tweed	1	—	1	—	—	—	1	—	1	22	—	22
Bingley	1	—	1	1	—	1	—	—	—	26	20	46
Blackrod	1	1	—	1	1	—	—	—	—	58	—	58
Bradford	1	—	—	1	—	—	—	—	—	52	—	52
Brecon (Christ's College)	1	1	—	—	—	—	1	1	—	49	—	49
Bridgnorth	1	1	—	—	—	—	1	1	—	11	1	12
Cardigan	1	—	—	1	—	—	—	—	—	19	—	19
Carlisle	1	—	—	1	—	—	—	—	—	60	13	73
Colchester	1	—	—	—	—	—	1	—	—	36	17	53
Cranbrook	1	—	—	—	—	—	1	—	—	19	43	62
Crediton	1	1	—	1	1	—	—	—	—	41	9	50
Darlington	1	—	—	1	—	—	—	—	—	36	—	36
St. Davids (Cathedral School)	1	1	—	—	—	—	1	1	—	—	—	—
Dedham	1	—	—	—	—	—	1	—	—	20	48	68
Doncaster	1	—	1	—	—	—	1	—	1	80	30	110
Dudley	1	1	—	1	1	—	—	—	—	60	3	63
Giggleswick	1	—	1	—	—	—	1	—	1	26	14	40
Rishworth	1	—	*1	—	—	—	1	—	1	—	70	70
Hexham	1	—	1	1	—	1	—	—	—	50	2	52
Huntingdon	1	1	1	—	—	—	1	1	1	6	10	16
Kirkby Ravensworth	1	—	—	1	—	—	—	—	—	37	—	37
Lincoln	1	—	1	1	—	1	—	—	—	103	17	120
Liscard (*Tower School*)	1	—	—	—	—	—	1	—	—	—	—	—
Ludlow	1	1	—	1	1	—	—	—	—	34	12	46
March	1	—	1	1	—	1	—	—	—	29	—	29
Nottingham (*University Sch.*)	1	—	—	—	—	—	1	—	—	—	—	—
Oxford (Ch. Ch. Choristers)	1	—	—	1	—	—	—	—	—	29	—	29
Preston	1	1	—	1	1	—	—	—	—	98	12	110
Ripon	1	—	1	1	—	1	—	—	—	45	11	56
Rochester (*Restoration Ho. Sc.*)	1	—	—	1	—	—	—	—	—	—	—	—
Ruabon	1	—	1	—	—	—	1	—	1	24	26	50
Scarborough	1	—	—	1	—	—	—	—	—	70	5	75
Southampton	1	—	—	—	—	—	1	—	—	83	17	100
Stafford	1	—	1	—	—	—	1	—	1	63	7	70
Sutton Valence	1	1	1	—	—	—	1	1	1	13	6	19
Taunton (*Fullard's School*)	1	—	—	—	—	—	1	—	—	—	—	—
„ (*Weslayan Coll. Inst.*)	1	—	—	—	—	—	1	—	—	170	6	176
Tettenhall (*Proprietary Sch.*)	1	—	—	—	—	—	1	—	—	—	—	—
Totnes (Grammar School)	1	—	—	1	—	—	—	—	—	22	—	22
Tottenham, Grove House	1	—	—	—	—	—	1	—	—	—	46	46
Wallasey (*Clare Mount Sch.*)		—	—	1	—	—	—	—	—	—	—	—
Wem	1	1	1	—	—	—	1	1	1	21	3	24
Whitchurch	1	—	—	—	—	—	1	—	—	26	26	52
Wotton under Edge	1	1	1	1	1	1	—	—	—	18	—	18
York (Holgate's)	1	—	—	—	—	—	1	—	—	18	62	80

* Sizarship.

TABLE V. (Supplementary to Table IV.)

Showing the NUMBER of UNDERGRADUATES from certain Schools and other Places of Education, which Schools are not contained in Table IV., but are named in the Returns made by Undergraduates.

Name of School or Place of Education.	Total Undergraduates at Oxford and Cambridge in May 1867.			Number at School.		
	Total Number.	Number holding Restricted Exhibitions or Scholarships.	Number holding Open Exhibitions or Scholarships.	Day Scholars.	Boarders.	Total.
London (King's College)	22	6	5	—	—	—
Leamington	11	1	1	—	—	78
London (University College)	8	3	4	—	—	101
**Leicester*	7	1	2	—	—	—
Manchester (Owen's College)	4	1	1	—	—	—
Harlow (St. Mary's College	3	—	—	—	—	—
Honiton	3	2	1	14	49	63
*Appleby (Westmoreland)	2	2	—	23	10	33
*Henley-on-Thames	2	—	1	25	50	75
Ushaw College	2	1	—	—	—	—
Chigwell (Grange Court)	2	—	—	—	—	—
**Bristol (Cotham School)*	2	—	—	—	—	—
Cambridge Llandaff House)	2	—	—	—	—	—
*Oundle	2	—	—	41	80	141
**Cirencester (Royal Agricultural Coll.)*	2	—	—	—	—	—
Sheffield (Wesleyan College)	2	—	1	30	197	227
*Blackburn	1	—	—	80	10	90
Bangor	1	—	—	40	—	40
Kirkby Lonsdale	1	—	—	10	13	23
*Llanrwst	1	1	1	21	7	28
*Market Bosworth	1	—	—	—	3	3
*Ottery St. Mary	1	—	—	6	—	6
*Richmond, Yorkshire	1	—	—	19	25	44
*Salisbury (Cathedral School)	1	—	—	15	12	27
*Ufculme	1	—	—	3	7	10
Aberystwith	1	—	—	—	—	—
**Bloxham (All Saints' School)*	1	—	—	—	—	—
Hanwell	1	—	—	—	—	—
**London (Eaton Sq. Proprietary Sch.)*	1	—	—	69	4	73
London (Birkbeck Schools, Peckham)	1	—	—	—	—	—
Oxford Museum	1	—	1	—	—	—
**Streatham (Royal Asylum of St. Ann's)*	1	—	—	—	—	—
Narborough (Mr. J. Howard)	1	—	—	—	—	—
Torquay (Rev. W. B. Davy)	1	—	—	—	—	—
Woodcote House School	1	—	—	—	—	—
*Bottwnog	1	—	—	59	—	59
Bridgwater	1	—	—	35	—	35
*Chesterfield	1	—	1	80	11	91
Holt	1	1	1	47	10	57
*Kettering	1	—	1	48	4	52
*Kingsbridge	1	1	1	29	4	33
Lewisham	1	1	1	13	58	71
**Bath (New Kingswood School)*	1	—	—	—	—	—
**Durham Training College*	1	—	—	—	—	—
**London (University College School)*	1	—	—	347	—	347
Bristol (Bishop's College)	1	—	—	—	—	—
Devonport and Stone Street School	1	—	—	—	—	—
Exeter (Mount Radford School)	1	—	1	—	—	—
*Hartlebury	1	—	—	36	17	53
**Maidenhead (The Philberds)*	1	—	—	—	—	—
Ryde (Joseph Paul)	1	—	1	—	—	—
**Winchester (Revs. Collier & Johns)*	1	—	—	—	—	—
Warminster	1	—	—	13	30	43
Ventnor	1	—	—	—	—	—

* In the case of schools marked with an asterisk the master stated, in reply to the printed inquiries, "No boys gone to the Universities within the period named, &c." In the case of the other schools no reply, or no sufficient reply, was given to the Commissioners' inquiry.

TABLE VI.

UNIVERSITY OF LONDON.

ANALYSIS of RETURNS made by Three-fourths of the Students who matriculated in 1864, 1865, and 1866.

GENERAL SUMMARY.

	Number of Undergraduates.	Number of Restricted Exhibitions.	Number of Open Exhibitions.
i. Number of undergraduates who, having been *two years at* one school, had matriculated at the University *within one year* after leaving that school.	433	32	23
ii. Number of undergraduates who, having been *two years at* one school, had matriculated at the University *within two years* after leaving that school.	78	4	2
iii. Number of undergraduates (from whom returns were received) not coming under the above descriptions.	273	7	3
	784	43	28

ANALYSIS of SUMMARY, showing the Number at each Class of Schools.

i. Number of undergraduates who, having been *two years at* one school or other place of education, had matriculated at the University *within one year* after leaving such school or other place of education:—			
6 of the nine public schools, and Marlborough and Cheltenham and Owens Colleges.	20	1	—
42 endowed schools, exclusive of the above	67	15	6
52 proprietary schools	195	11	8
62 private schools	104	4	5
Private tutors	28	—	1
Schools in Scotland and Ireland	11	—	1
Schools in Channel Islands, Colonial and Foreign	8	1	2
	433	32	23
ii. Number of undergraduates who, having been *two years at* one school or other place of education, had matriculated at the University *within two years* of leaving such school or other place of education:—			
24 endowed schools	24	4	1
15 proprietary schools	19	—	1
23 private schools	25	—	—
Private tutors	2	—	—
Schools in Scotland and Ireland	7	—	—
Colonial	1	—	—
	78	4	2
iii. Number of undergraduates (from whom returns were received) not included in i. & ii. N.B.—The information relates only to the *four years preceding* matriculation:—			
At no one school two years	57	—	1
Less than two years' education	64	2	—
Self-taught and studying medicine	68	3	1
No education	31	1	—
Engaged as tutors previous to going to the University.	40	—	1
Private school	2	—	—
Undergraduates of Oxford and Cambridge	8	1	—
No information	4	—	—
	273	7	3

TABLE VII.

UNIVERSITY OF LONDON.

(*Further Analysis of No. I. in Table VI.*)

N.B.—The names in italics are names of schools, &c. not included in the list of Endowed (Grammar or other Secondary) Schools.

Name of School or other Place of Education.	Number of Undergraduates.	Restricted Exhibitions.	Open Exhibitions.
Ushaw (St. Cuthbert's Coll.)	21	—	—
Reading (Amersham Hall S.)	19	—	2
Sheffield (Wesleyan College)	18	3	—
Stonyhurst College	13	—	—
Epsom (Royal Medical Benevolent College)	11	—	—
London (King's College)	11	1	—
Tottenham (Grove House)	10	—	—
London (University College School)	9	1	1
Taunton (Wesleyan Collegiate Institution)	8	1	2
London (University Coll.)	8	2	2
London (City of London School)	7	3	4
Manchester (Owens Coll.	7	—	—
Swansea (Normal College	6	—	—
Ware (St. Edmund's Coll.)	6	—	—
Bath (New Kingswood Sch.)	5	—	—
Leeds (Woodhouse Grove School)	5	2	1
London (King's Coll. Sch.)	5	—	—
Oscott (St. Mary's College)	5	—	—
Taunton (Independent College)	5	1	2
Bradford (Collegiate Sch.)	4	—	—
Manchester (Chorlton High School)	4	—	—
Norwich	4	—	—
Richmond, (Surrey Wesleyan Theological Institution)	4	—	—
Tonbridge	4	1	—
Chelsea (St. Mark's Coll.)	3	—	—
Canterbury (Cathedral Sch.)	3	—	—
Crewkerne	3	2	—
Hurstpierpoint	3	1	—
London (Finsbury Square Jews College)	3	—	—
London (King's College Evening Classes)	3	—	—
London (Merchant Taylors')	3	—	—
London (Regent's Park Baptist College)	3	—	—
London (New College)	3	—	—
London (Philological Sch.)	3	1	—
London (St. Paul's Sch.)	3	—	—
Teignmouth (T. Edgelow)	3	—	—
Ackworth (Flounder's Institute)	2	—	—
Bath	2	1	—
Birmingham	2	—	—
Bishop Stortford (Collegiate School)	2	—	1
Boston Spa (Wharfedale College)	2	—	1
Boston	2	—	—
Chelsea (Oxford House School)	2	—	—
Clapton, Lower (Priory House School)	2	—	—
Halifax (Heath School)	2	—	1
Hanwell College	2	—	—
Highbury (Training Coll.)	2	1	—
Hoddesdon (Grammar Sch.)	2	—	—
Leeds	2	—	—
Liverpool (Royal Institution School)	2	—	—
London (Eaton Square, St. Peter's)	2	—	—
London, Notting Hill (District College)	2	1	—
Maidstone	2	1	—
Marlborough (College)	2	—	—
Northampton (F. S. Durham)	2	—	—
Ramsgate (Chatham House)	2	—	—
Stafford	2	—	—
York (Friends' School)	2	—	—
Battersea (Training Coll.)	1	—	—
Beccles	1	1	—
Berkhampstead	1	—	—
Birmingham (Saltley Training College)	1	—	—
Birmingham (Spring Hill College)	1	—	—
Birmingham (Proprietary School)	1	—	—
Blackheath (Heathfield Ho.)	1	—	—
Blackheath (Mission Sch.)	1	—	—
Brentwood	1	—	—
Bridgwater	1	—	—
Brigg	1	—	—
Brighton (Hove Ho. Sch.)	1	—	—
Bristol	1	—	—
Bristol (Baptist College)	1	—	—
Bruton	1	1	—
Brixton Hill (The College)	1	—	—
Bury St. Edmunds (College St.)	1	—	—
Cambridge (Llandaff Ho.)	1	—	—
Camden Town (North London Collegiate School)	1	—	1
Canonbury (Can. Ho. Sch.)	1	—	—
Castle School	1	—	—
Chelmondiston (Ipswich)	1	—	—
Chelmsford	1	—	—

Table compiled from Returns made by Undergraduates (London)—*cont.*

Name of School or other Place of Education.	Number of Undergraduates.	Restricted Exhibitions.	Open Exhibitions.
Cheltenham (College)	1	1	—
Chester (Training College)	1	—	—
Chesterfield	1	—	—
Chigwell (Grange Court)	1	—	—
Colchester	1	—	—
Coventry (Allesley Park College)	1	—	—
Denmark Hill (Grammar School)	1	—	—
Dorchester	1	—	—
Downside, Bath (St. Gregory's College)	1	—	—
Enfield (The Palace Sch.)	1	—	—
Eton	1	—	—
Exeter (Mansion Ho. Sch.)	1	—	—
Felsted	1	—	—
Finchley (Falkland House)	1	—	—
Finchley (Christ's College)	1	—	—
Folkestone (Grove Ho. Sch.	1	—	—
Giggleswick	1	—	—
Gosport (Royal Academy)	1	—	—
Hereford (Collegiate Sch.)	1	—	—
Honiton (Grammar Sch.)	1	—	—
Hendon (Mill Hill Gr. S.)	1	—	—
Ipswich	1	—	—
Islington Proprietary	1	—	—
Kelvedon School (W. Whitman)	1	—	—
Kennington Road (Clarendon House)	1	—	—
Kensington (Proprietary)	1	—	—
Kinver	1	—	—
Kirkby Lonsdale	1	—	—
Lancashire (Independent College)	1	—	—
Leeds (Fulneck Training College)	1	—	—
Leicester (Stoneygate Sch.)	1	—	—
Lewisham (Congregational School)	1	—	—
Lewisham	1	—	—
Littlehampton (Surry Ho.)	1	—	—
Liverpool (College)	1	—	—
Liverpool (Institute)	1	—	—
London (Bow Road Normal College)	1	—	—
London (Charterhouse)	1	—	—
London (Christ's Hospital)	1	—	—
London (Coll. of Divinity)	1	—	—
London (Spitalfields Jews Free School)	1	—	—
London (Thornhill House)	1	—	—
London (Roy. Sch. of Mines)	1	1	—
Luton (National School)	1	—	—
Macclesfield	1	—	—
Manchester	1	—	1
Merton (Church House)	1	—	—
Monmouth	1	—	—
Morden Hall Sch. (Surrey)	1	—	—
Newbury (Rev. E. J. Arnold, M.A.)	1	—	—
Northampton (Clevedon College)	1	—	—
Northampton (St. Andrew's Villas)	1	—	—
Nottingham	1	—	—
Notting Hill (Lansdowne Road)	1	—	—
Oxford (Normal College)	1	—	—
Plymouth (Scholastic Institution)	1	—	—
Plymouth (Portland Grammar School)	1	—	—
Preston	1	—	—
Reigate (Classical School Bell Street)	1	—	—
Repton	1	—	—
Richmond, Surrey (St. John's Collegiate School)	1	—	—
Rugby	1	—	—
Saint Marylebone (Grammar School)	1	—	—
Sandbach (Grammar Sch.)	1	—	—
Sandicroft (Collegiate Institution)	1	—	—
Scarborough (Windsor Terrace)	1	—	—
Seaforth, Liverpool (H. Leedham, Esq.)	1	—	—
Sherborne	1	1	—
Shrewsbury	1	—	—
Stamford (St. Michael's Sch.)	1	—	—
Taunton (The College Sch.)	1	—	—
Thanet (Collegiate School)	1	—	—
Tulse Hill (School)	1	—	—
Torquay (Montvidere Ho.)	1	—	—
Twickenham (Bath Ho. Sch.)	1	—	—
Uppingham	1	—	—
Westminster (Wesleyan Training College)	1	—	—
Wilmslow (Hawthorn Hall)	1	—	—
Windermere College	1	—	—
Windsor (Clewer House)	1	1	—
Woolsthorpe (Mr. I. Elson)	1	—	—
Wisbech (Barton School)	1	—	—
York (Prim. Meth. Coll.)	1	—	—
York (St. Peter's School)	1	—	1
165 Schools named above	386	31	19
3 Schools in Scotland	6	—	—
4 Schools in Ireland	5	—	1
Schools in Channel Islands, Colonial and Foreign	8	1	2
Private tutors	28	—	1
	433	32	23

TABLE VIII.

UNIVERSITY OF OXFORD.—Local Examinations for 1864, 1865, 1866.

ANALYSIS according to the NUMBER of CERTIFICATES gained.

Number of Schools gaining SENIOR Certificates. N.B.—The number of Juniors passed by the same schools is added.	Seniors. Total.	1st.	2nd.	3rd.	Juniors. Total.	1st.	2nd.	3rd.
9 schools gaining 12 or more *senior* certificates each.	167	26	39	102	273	29	78	166
5 " " 9 to 12 " "	49	2	14	33	133	16	45	72
14 " " 6 to 9 " "	96	11	15	70	113	15	24	74
39 " " 3 to 6 " "	152	9	23	120	261	25	65	171
145 " " 1 to 3 " "	176	8	39	129	382	22	101	259
212	640	56	130	454	1,162	107	313	742

Number of Schools gaining JUNIOR Certificates. N.B.—The number of Seniors passed by the same schools is added.	Juniors. Total.	1st.	2nd.	3rd.	Seniors. Total.	1st.	2nd.	3rd.
13 schools gaining 21 or more *junior* certificates each.	457	57	127	273	146	16	33	97
2 " " 18 to 21 " "	38	4	12	22	7	—	2	5
3 " " 15 to 18 " "	47	16	12	19	30	8	9	13
10 " " 12 to 15 " "	127	10	37	80	55	8	15	32
21 " " 9 to 12 " "	207	17	54	136	56	6	10	40
33 " " 6 to 9 " "	226	13	61	152	101	5	16	80
278 " " 1 to 6 " "	523	37	85	401	155	6	29	120
360	1,625	154	388	1,083	550	49	114	387

TABLE IX.

UNIVERSITY OF OXFORD.—Local Examinations for 1864, 1865, 1866.

ANALYSIS according to CLASSIFICATION of SCHOOLS.

Analysis according to SENIOR Certificates. N.B.—The number of Junior certificates gained by the same schools is added.	Seniors. Total.	1st.	2nd.	3rd.	Juniors. Total.	1st.	2nd.	3rd.
11 endowed schools gaining 3 or more *senior* certificates each.	82	7	20	55	148	13	45	90
12 proprietary " " "	68	11	12	45	197	34	57	106
43 private " " "	311	30	59	222	434	38	110	286
66 schools gaining 3 or more *senior* certificates each.	461	48	91	322	779	85	212	482
35 endowed schools gaining less than 3 *senior* certificates each.	40	4	11	25	65	8	26	31
6 proprietary " " "	6	—	1	5	20	—	6	14
104 private " " "	130	4	27	99	297	14	69	214
145 schools gaining less than 3 *senior* certificates each.	176	8	39	129	382	22	101	259

Analysis according to JUNIOR Certificates. N.B.—The number of Senior certificates gained by the same schools is added.	Juniors. Total.	1st.	2nd.	3rd.	Seniors. Total.	1st.	2nd.	3rd.
14 endowed schools gaining 6 or more *junior* certificates each.	206	15	71	120	62	5	18	39
16 proprietary " " "	261	44	75	142	65	11	13	41
52 private " " "	635	58	159	418	267	27	54	186
82 schools gaining 6 or more *junior* certificates each.	1,102	117	305	680	394	43	85	266
57 endowed schools gaining less than 6 *junior* certificates each.	120	14	34	72	28	2	9	17
15 proprietary " " "	45	3	15	27	9	—	1	8
206 private " " "	358	20	36	302	118	4	19	95
278 schools gaining less than 6 *junior* certificates each.	523	37	85	401	155	6	29	120

TABLE X.

UNIVERSITY OF OXFORD.—Local Examinations for 1864, 1865, 1866.

TABLE showing Schools from which *at least Three* Scholars passed the Local Examinations for *Senior* Students, held by the University of OXFORD in 1864, 1865, and 1866. The number of Juniors passed by the same Schools in the same time is added.

The names in *italics* are names of schools, &c. not included in the list of Endowed (Grammar and other secondary) schools.

Name of School.	Seniors.				Juniors.
	Total.	1st.	2nd.	3rd.	Total.
Windermere College	31	7	9	15	12
Manchester Grammar School	29	1	10	18	87
Finchley (Christ's College)	22	6	6	10	29
Devon County School, West Buckland	16	—	—	16	48
Wallasey (Clare Mount School)	16	4	2	10	22
Northampton (Abingdon House)	15	3	3	9	16
Blackheath (Croom's Hill School)	13	—	2	11	24
Manchester (Broughton High School)	13	2	4	7	26
Northampton (Clevedon College)	12	3	3	6	9
Kennington Road (Clarendon House)	11	—	3	8	14
Bath (Weston School)	10	—	—	10	39
Liverpool Institute	10	2	5	3	62
Exeter (Mansion House School)	9	—	6	3	11
Whitechapel Foundation Commercial School	9	—	—	9	7
Blackheath (Cambridge House)	8	—	—	8	7
Gloucester (King's School)	8	—	4	4	16
Ramsgate (The College School)	8	1	3	4	3
St. Austell (Ledral House)	8	—	—	8	1
Bath (New Kingswood School)	7	5	2	—	15
Tulse Hill, Brixton	7	1	3	3	6
Gloucester (Crypt School)	7	1	—	6	—
Swansea (Thistleboon House)	7	—	1	6	6
Coventry (Allesby Park School)	6	—	—	6	6
Manchester (Chorlton High School)	6	—	1	5	12
Manchester (Old Trafford School)	6	—	—	6	5
Margate (Dane Hill School)	6	1	1	4	22
Nottingham (Grammar School)	6	2	—	4	10
Ripponden (Commercial College)	6	—	—	6	4
Brixton Hill College	5	—	—	5	6
Camden Town (North London Collegiate School)	5	4	1	—	7
Farnworth Grammar School	5	—	—	5	—
Hastings (Hurst Court)	5	—	—	5	3
Leyton	5	—	1	4	8
Manchester (Mechanics' Institute)	5	—	—	5	7
Margate (Thanet College School)	5	—	—	5	—
Reading (Richmond House)	5	—	—	5	6
Southampton Grammar School	5	—	4	1	4
Wrexham (Grove Park School)	5	—	—	5	10
Cowley (Diocesan School)	4	—	—	4	11
Greenwich (Proprietary)	4	—	—	4	
Islington (16, Barnsbury Villas)	4	—	1	3	7
Leeds (Mechanics' Institute)	4	—	1	3	8
Leicester (Stoneygate School)	4	—	—	4	11
Lutterworth (Ullesthorpe House)	4	—	—	4	7
Manchester (Victoria Park School)	4	—	—	4	10
Southwark (St. Saviour's Grammar School)	4	1	—	3	5
Taunton (Fulland's School)	4	—	1	3	1
Taunton (The College School)	4	—	2	2	19
Torquay (Montvidere House)	4	2	2	—	4
Upper Norwood (Central Hill School)	4	—	—	4	5
Windsor (Clewer House)	4	—	1	3	26
Banbury Academy	3	—	—	3	6
Bath (The Hermitage)	3	—	2	1	8
Bowdon (Rose Hill School)	3	—	1	2	14

Schools gaining at least *Three* Senior Certificates in three years—*cont.*

Name of School.	Seniors.				Juniors.
	Total.	1st.	2nd.	3rd.	Total.
Streatham (Royal Asylum of St. Ann's)	3	—	—	3	12
Cheltenham Grammar School	3	1	—	2	9
Corsham School	3	—	—	3	19
Kingsland (Southgate Road School)	3	—	—	3	—
Merton (Church House)	3	—	—	3	5
Monmouth Grammar School	3	1	1	1	2
Northampton (St. Andrew's Villas)	3	—	2	1	2
Redland Knoll (C. Baker, Esq.)	3	—	—	3	—
Sittingbourne (Elm House)	3	—	1	2	2
Southampton (Peninsular and Oriental Co.'s)	3	—	1	2	6
Stockport Grammar School	3	—	1	2	8
Banbury (British School)	3	—	—	3	—

TABLE XI.

UNIVERSITY OF OXFORD.—LOCAL EXAMINATIONS, 1864, 1865, 1866.

TABLE showing Schools from which *at least Six* Scholars passed the Local Examinations for *Junior* Students held by the University of OXFORD in 1864, 1865, 1866. The Number of Seniors passed by the same Schools in the same time is added.

The names in *italics* are names of schools, &c. which do not appear in the list of Endowed (Grammar or other secondary) Schools.

Name of School.	Juniors.				Seniors.
	Total.	1st.	2nd.	3rd.	Total.
Manchester (Grammar School)	87	7	30	50	29
Liverpool Institute	62	14	23	25	10
West Buckland (Devon County School)	48	—	13	35	16
Bath (Weston School)	39	—	10	29	10
Finchley (Christ's College)	29	2	8	19	22
Liverpool College	27	4	6	17	1
Manchester (Broughton High School)	26	5	9	12	13
Windsor (Clewer House)	26	3	8	15	4
Blackheath (Croom's Hill School)	24	2	4	18	13
Leeds (Woodhouse Grove School)	23	15	4	4	—
Manchester (Chorlton High School)	22	1	5	16	6
Margate (Dane Hill School)	22	—	2	20	6
Wallasey (Clare Mount School)	22	4	5	13	16
Corsham	19	1	3	15	3
Taunton (The College School)	19	3	9	7	4
Gloucester (King's School)	16	—	4	12	8
Northampton (Abingdon House)	16	6	3	7	15
Bath (New Kingswood School)	15	10	5	—	7
Bowdon (Rose Hill School)	14	1	2	11	3
Kennington Road (Clarendon House)	14	—	5	9	11
Falmouth (Grammar School)	13	—	1	12	2
Southampton (Spring Hill House)	13	1	2	10	2
Wilmslow (Lindon Grove School)	13	—	3	10	1

Schools gaining at least *six* Junior Certificates in three years—*cont.*

Name of School.	Juniors.				Seniors.
	Total.	1st.	2nd.	3rd.	Total.
Bristol (Grammar School)	12	3	8	1	—
Streatham (Royal Asylum of St. Ann's)	12	—	4	8	3
Derby (Grammar School)	12	2	5	5	2
Lymm (Highfield House)	12	—	5	7	—
Windermere College	12	3	2	7	31
Bowdon (Belfield House)	11	—	2	9	1
Cowley (Oxford Diocesan School)	11	—	—	11	4
Exeter (Mansion House School)	11	2	6	3	9
Leicester (Stoneygate School)	11	—	2	9	4
Richmond Hill (Holbrooke House)	11	—	3	8	2
Exeter (Hele's School)	10	—	2	8	—
Everton (Northern Mercantile School)	10	—	1	9	—
Hoddesdon (Grammar School)	10	3	3	4	1
Lewisham (Congregational College)	10	2	5	3	—
Manchester (Cheetham Hill School)	10	—	2	8	1
Manchester (Victoria Park School)	10	2	3	5	4
Nottingham (Grammar School)	10	1	4	5	6
Wrexham (Grove Park School)	10	—	2	8	5
Cheltenham (Grammar School)	9	1	3	5	3
Leeds (Fulneck School)	9	—	1	8	1
Littlemore (Linden House)	9	—	—	9	—
Northampton (Clevedon College)	9	—	4	5	12
Nottingham (Cleveland House)	9	—	1	8	1
Ramsgate Vale Academy	9	1	4	4	1
Slough (British Orphan Asylum)	9	4	5	0	—
(Stirlingshire) Blair Lodge	9	1	1	7	1
Bath (The Hermitage)	8	—	5	3	3
Great Crosby	8	1	3	4	—
Leeds (Mechanics' Institute)	8	—	—	8	4
Leyton (Salway House)	8	—	1	7	5
Lincoln (Grammar School)	8	—	1	7	—
Lincoln (Northgate Academy)	8	—	1	7	1
Saint John's Wood (Collegiate School)	8	—	4	4	2
Stockport (Grammar School)	8	—	3	5	3
Bath (Grammar School)	7	—	3	4	2
Birkenhead (The College)	7	—	—	7	—
Blackheath (Cambridge House)	7	—	—	7	3
Brighton, 17, Cannon Place	7	—	1	6	—
Camden Town (North London Collegiate School)	7	5	2	—	5
Islington (16, Barnsbury Villas)	7	—	7	—	4
Lower Clapton (Priory House)	7	1	5	1	1
Lutterworth (Ullesthorpe House)	7	—	2	5	4
Manchester (Mechanics' Institute)	7	—	—	7	5
Margate (The Crescent School)	7	1	3	3	1
Whitechapel (Foundation Commercial School)	7	—	1	6	9
Winchester (Diocesan School)	7	—	1	6	1
Abingdon (Clifton House)	6	—	—	6	—
Banbury Academy	6	—	—	6	3
Blackheath (Montpelier Lodge)	6	—	2	4	2
Bloxham (All Saints School)	6	—	1	5	2
Brixton Hill College	6	—	2	4	3
Chipping Campden	6	—	—	6	—
Coventry (Allesby Park College)	6	1	1	4	0
Denmark Hill Grammar School	6	—	3	3	2
Reading (Richmond House)	6	—	1	5	5
Southampton (Peninsular and Oriental Co.'s Sch.)	6	2	1	3	3
Swansea (Thistleboon House)	6	1	—	5	7
Tulse Hill School (Brixton)	6	1	3	2	7
Worcester (Cathedral School)	6	—	4	2	—

TABLE XII.

UNIVERSITY OF CAMBRIDGE.—Local Examinations for 1864, 1865, 1866.

ANALYSIS according to the NUMBER of CERTIFICATES gained.

Number of Schools gaining SENIOR Certificates. N.B.—The number of Juniors passed at the same Schools is added.	Seniors. Total.	1st.	2nd.	3rd.	Pass.	Juniors. Total.	1st.	2nd.	3rd.	Pass.
6 schools gaining 12 or more *senior* certificates each.	80	11	20	14	35	108	12	24	13	59
5 " " 9 to 12 " "	50	12	12	12	14	150	8	22	10	110
11 " " 6 to 9 " "	73	18	14	19	22	192	14	29	23	126
30 " " 3 to 6 " "	102	7	14	30	51	275	16	36	35	188
90 " " 1 to 3 " "	114	12	15	19	68	431	38	64	49	280
142	419	60	75	94	190	1,156	88	175	130	763

Number of Schools gaining JUNIOR Certificates. N.B.—The number of Seniors passed by the same Schools is added.	Juniors. Total.	1st.	2nd.	3rd.	Pass.	Seniors. Total.	1st.	2nd.	3rd.	Pass.
17 schools gaining 21 or more *junior* certificates each.	519	35	62	56	366	87	18	17	18	34
6 " " 18 to 21 " "	114	7	24	8	75	37	8	10	7	12
9 " " 15 to 18 " "	146	5	24	19	98	28	1	3	10	14
19 " " 12 to 15 " "	243	16	27	29	171	49	7	10	8	24
15 " " 9 to 12 " "	146	8	19	17	102	31	1	3	4	23
38 " " 6 to 9 " "	260	15	33	42	170	62	10	16	16	20
229 " " 1 to 6 " "	501	24	70	52	355	72	7	11	14	40
333	1,929	110	259	223	1,337	366	52	70	77	167

TABLE XIII.

UNIVERSITY OF CAMBRIDGE.—Local Examinations for 1864, 1865, 1866.

ANALYSIS according to CLASSIFICATION of SCHOOL.

Analysis according to SENIOR Certificates. N.B.—The number of Junior certificates gained by the same Schools is added.	Seniors. Total.	1st.	2nd.	3rd.	Pass.	Juniors. Total.	1st.	2nd.	3rd.	Pass.
18 endowed schools gaining 3 or more *senior* certificates each.	103	17	24	24	38	149	10	27	23	89
9 proprietary " " "	52	7	8	6	31	185	5	21	19	140
24 private " " "	144	22	27	42	53	386	35	63	39	249
1 colonial " " "	6	2	1	3	—	5	—	—	—	5
52 schools gaining 3 or more *senior* certificates each.	305	48	60	75	122	725	50	111	81	483
27 endowed schools gaining less than 3 *senior* certificates each.	36	4	7	5	20	153	17	25	18	93
5 proprietary " " "	6	—	2	2	2	37	7	7	5	18
58 private " " "	72	8	6	12	46	241	14	32	26	169
90 schools gaining less than 3 *senior* certificates each.	114	12	15	19	68	431	38	64	49	280

Analysis according to JUNIOR Certificates. N.B.—The number of Senior certificates gained by the same schools is added.	Juniors. Total.	1st.	2nd.	3rd.	Pass.	Seniors. Total.	1st.	2nd.	3rd.	Pass.
*29 endowed schools gaining 6 or more *junior* certificates each.	332	25	52	42	213	91	17	25	16	33
15 proprietary " " "	271	12	36	30	193	59	7	9	7	36
60 private " " "	825	49	101	99	576	144	21	25	40	58
104 schools gaining 6 or more *junior* certificates each.	1,428	86	189	171	982	294	45	59	63	127
45 endowed schools gaining less than 6 *junior* certificates each.	92	4	20	8	60	32	2	4	6	20
16 proprietary " " "	35	3	8	4	20	—	—	—	—	—
168 private " " "	374	17	42	40	275	40	5	7	8	20
229 schools gaining less than 6 *junior* certificates each.	501	24	70	52	355	72	7	11	14	40

* Containing Colston's and Queen Elizabeth's Hospitals, Bristol.

TABLE XIV.

UNIVERSITY OF CAMBRIDGE.—Local Examinations for 1864, 1865, 1866.

LIST showing Schools from which *at least Three* Scholars passed the Local Examinations for *Senior* Students held by the University of CAMBRIDGE in 1864, 1865, and 1866. The number of Juniors passed by the same School in the same Year is added.

The names in *italics* are names of Schools, &c. not included in the list of Endowed (Grammar and other Secondary) Schools.

Name of School.	Seniors.					Juniors.
	Total.	1st.	2nd.	3rd.	Pass.	Total.
Plymouth (New Grammar School)	15	2	5	6	2	8
Bradford (Commercial School)	14	2	3	2	7	12
Brewood (Grammar School)	14	3	2	3	6	36
Cowley (Oxford Diocesan School)	13	—	2	—	11	10
Dulwich College (Upper School)	12	2	5	2	3	18
Finchley (Christ's College)	12	2	3	1	6	24
Sheffield (Collegiate School	11	6	2	3	—	20
Cambridge (Llandaff House)	10	—	2	2	6	19
Lancaster (Royal Grammar School)	10	5	3	2	—	12
Torquay (Montvidere House)	10	1	3	5	1	26
West Buckland (Devon County School)	9	—	2	—	7	73
Brighton (The Wick)	8	1	—	3	4	3
Exeter (Mansion House School)	8	1	2	3	2	17
Hastings (West Hill House)	7	—	—	3	4	27
Moulton (Grammar School)	7	—	1	2	4	1
Northampton (Abingdon House)	7	3	2	—	2	43
Eaton Square (St. Peter's Collegiate)	6	—	—	2	4	9
Liverpool Institute	6	3	2	1	—	21
Liverpool College	6	4	1	1	—	23
Northampton (Clevedon College)	6	2	2	1	1	35
Trinidad (Queen's College)	6	2	1	3	—	5
Wakefield (Grammar School)	6	2	3	—	1	8
Cannock (Hall Court Grammar School)	5	—	1	2	2	15
Plymouth (Mannamead School)	5	—	—	2	3	17
Worksop (Pestalozzian School)	5	—	3	1	1	5
Barnet (Brunswick House)	4	—	—	2	2	17
Cambridge (Perse Grammar School)	4	1	1	—	2	2
Enfield (The Palace School)	4	—	—	—	4	13
Grantham (Grammar School)	4	—	2	1	1	7
Tadcaster (Bramham College)	4	—	—	1	3	14
Windsor (Clewer House School)	4	—	—	3	1	33
Blackheath (Mission School)	3	—	1	1	1	10
Bloxham (All Saints School)	3	—	—	—	3	22
Boston (Grammar School)	3	1	—	2	—	6
Brighton (Montpelier House)	3	—	—	1	2	7
Bristol (Redland Road School)	3	1	—	—	2	—
Bristol (Cotham School)	3	—	—	3	—	6
Chesterfield (Grammar School	3	—	—	1	2	—
Colchester (Grammar School)	3	—	—	2	1	3
Gravesend (Proprietary School)	3	—	—	1	2	7
Lutterworth (Ullesthorpe House)	3	—	—	—	3	15
Northampton (St. Andrew's Villas)	3	—	1	1	1	13
Ruabon (Grammar School)	3	1	1	—	1	8
Southampton (Peninsular and Oriental Co.'s Sch.)	3	—	—	—	3	10
Stafford (Grammar School)	3	—	1	1	1	12

Schools gaining at least *three* Senior Certificates in three years—*cont.*

Name of School.	Seniors.					Juniors.
	Total.	1st.	2nd.	3rd.	Pass.	Total.
Stourbridge (Grammar School)	3	—	—	1	2	—
Teignmouth (Thorn Park Academy)	3	2	1	—	—	8
Torquay (Preparatory College)	3	1	1	—	1	—
Wolverhampton (Mowbray House School)	3	—	—	1	2	16
London (St. Clement Danes)	3	—	—	—	3	3
Kings' Lynn	3	—	—	1	2	6
Gloucester (The King's School)	3	—	1	2	—	—

TABLE XV.

UNIVERSITY OF CAMBRIDGE.—Local Examinations for 1864, 1865, 1866.

LIST showing Schools from which *at least six* scholars passed the Local Examinations for *Junior* Students held by the University of CAMBRIDGE in 1864, 1865, 1866. The number of Seniors passed by the same schools in the same years is added.

The names in *italics* are names of Schools, &c. not included in the list of Endowed (Grammar or other Secondary) Schools.

Name of School.	Juniors.					Seniors.
	Total.	1st.	2nd.	3rd.	Pass.	Total.
West Buckland (Devon County School)	73	—	8	4	61	9
Northampton (Abingdon House School)	43	4	6	1	32	7
Brewood (Grammar School)	36	4	7	6	19	14
Northampton (Clevedon College)	35	2	4	5	24	6
Barnstaple (Union Terrace School)	30	1	—	4	25	1
Norwich (King Edward VI. Commercial School)	34	—	2	9	23	1
Windsor (Clewer House School)	33	6	7	4	16	4
Hastings (West Hill House)	27	—	1	4	22	7
Maidenhead (Crauford College)	26	1	1	3	21	—
Torquay (Montvidere House)	26	3	2	1	20	10
Finchley (Christ's College)	24	4	7	1	12	12
Brighton (Grand Parade Proprietary School)	23	6	5	1	11	2
Liverpool College	23	1	5	1	16	6
Bloxham (All Saints' School)	22	—	1	5	16	3
Plymouth (Scholastic Institution)	22	1	1	2	18	—
Liverpool Institute	21	2	3	2	14	6
Sheffield (Milk Street School)	21	—	2	3	16	—
Sheffield (Collegiate School)	20	3	6	2	9	11
Yarmouth (Grammar School)	20	1	5	1	13	2
Cambridge (Llandaff House)	19	—	4	1	14	10
Southampton (Spring Hill House School)	19	—	1	—	18	1
Dulwich College (Upper School)	18	3	7	3	5	12
Wolverhampton (Molineux House School)	18	—	1	1	16	1
Barnet (Brunswick House)	17	—	3	4	10	4
Exeter (Mansion House School)	17	3	7	3	4	8
Plymouth (Mannamead School)	17	1	2	1	13	5
Yarmouth, Great (Travers House)	17	—	5	5	7	—
Framlingham College	16	—	—	—	16	—
Kentisbeare (Croyle House)	16	—	—	1	15	—

Schools gaining at least *six* Junior Certificates in three years—*cont.*

Name of School.	Juniors.					Seniors.
	Total.	1st.	2nd.	3rd.	Pass.	Total.
Wolverhampton (Mowbray House School)	16	—	1	3	12	3
Cannock (Hall Court Grammar School)	15	—	3	—	12	5
Lutterworth (Ullesthorpe House)	15	1	3	2	9	3
Biggleswade (Mead House)	14	—	1	4	9	1
Birkenhead (Proprietary School)	14	1	2	4	7	1
Sandicroft (Collegiate Institution)	14	3	3	2	6	2
Tadcaster (Bramham College)	14	—	2	1	11	4
Brighton (Proprietary School)	13	—	2	2	9	—
Enfield (The Palace School)	13	—	—	—	13	4
Harrogate College	13	—	—	1	12	—
Northampton (St. Andrew's Villas)	13	3	2	3	5	3
Plymouth (North Hill Grammar School)	13	—	2	1	10	—
Sheffield (Grammar School)	13	3	1	1	8	1
Tettenhall (Proprietary School)	13	—	1	2	10	2
Bedford (Commercial School)	12	—	2	—	10	14
Bristol (Colston Hospital)	12	—	1	1	10	1
Southport (Bickerton House)	12	3	2	2	5	1
Lancaster (Royal Grammar School)	12	2	2	2	6	10
Leeds (Mechanic's Institute)	12	—	—	1	11	2
Plymouth (Portland Grammar School)	12	1	4	1	6	—
Stafford (Grammar School)	12	—	—	1	11	3
Walton College	12	—	—	—	12	—
Exeter (Holloway House)	11	—	2	1	8	—
Huddersfield College	11	—	5	1	5	—
Reading (Richmond House)	11	—	—	—	11	—
Blackheath (Mission School)	10	—	1	1	8	3
Bungay	10	—	—	—	10	2
Cowley (Oxford Diocesan School)	10	—	—	1	9	13
Plymouth (Grammar School)	10	—	—	2	8	—
Southampton (Peninsular and O. Co.'s School)	10	1	—	2	7	3
Boston Spa (Wharfedale College)	9	1	3	2	3	—
Devonport (Nelson House School)	9	1	4	—	4	2
Exeter (Hele's School)	9	—	—	—	9	—
London, Eaton Square (St. Peter's Collegiate)	9	1	1	5	2	6
Norwich (Brecondale School)	9	—	—	2	7	—
Norwich (Cambridge House School)	9	—	—	—	9	—
Wolverhampton (Grammar School)	9	4	1	2	2	2
Bristol (Ashley House School)	8	—	—	1	7	1
Derby (Grammar School)	8	2	5	—	1	2
Donington (Cowley's School)	8	—	1	—	7	2
Dulwich College (Lower School)	8	1	2	1	4	—
Hoddesdon (Grammar School)	8	—	2	2	4	—
Manchester (Old Trafford School)	8	1	—	—	7	—
Norwich (Opie House School)	8	—	—	1	7	—
Plymouth (New Grammar School)	8	1	1	2	4	15
Ruabon (Grammar School)	8	—	—	1	7	3
Teignmouth (Thorn Park Academy)	8	1	1	—	6	3
Wakefield (Queen Elizabeth's Grammar School)	8	1	1	2	4	6
Islington (16, *Barnsbury Villas*)	7	—	—	1	6	—
Blackheath (Cambridge House School)	7	—	—	1	6	—
Brighton (Montpelier House)	7	1	—	—	6	3
Bristol (Queen Elizabeth's Hospital)	7	4	2	—	1	1
Cheetham Hill School	7	—	—	1	6	—

Schools gaining at least *six* Junior Certificates in three years—*cont.*

Name of School.	Juniors.					Seniors.
	Total.	1st.	2nd.	3rd.	Pass.	Total.
Exeter (*Mount Radford School*)	7	1	1	—	5	2
Grantham (Grammar School)	7	—	3	2	2	4
Gravesend (*Proprietary School*)	7	—	—	—	7	3
Handsworth (The Bridge Trust School)	7	—	1	1	5	—
Wymondham (Norfolk Grammar School)	7	—	—	1	6	—
Bath (*The Hermitage*)	6	—	1	1	4	2
Boston (Grammar School)	6	—	1	3	2	—
Brighton (*Arnold House School*)	6	—	—	2	4	3
Brighton (10, *Compton Terrace*)	6	—	1	5	—	—
Bristol (*Cotham School*)	6	1	1	1	3	3
Chesterfield (Grammar School)	6	—	3	—	3	3
Corsham	6	—	2	1	3	1
Exeter (*Western Collegiate School*)	6	—	—	—	6	—
Harrogate (*Pannal House*)	6	—	1	4	1	—
King's Lynn	6	—	—	—	6	3
Margate (*Dane Hill House*)	6	1	1	—	4	2
Moulton (Grammar School)	6	—	1	2	3	—
Norwood (*Dagnall House School*)	6	—	—	—	6	—
Rotherham	6	—	—	2	4	—
Shiffnal (Grammar School)	6	—	1	1	4	—
Sittingbourne (*Elm House*)	6	—	—	3	3	—
Southport (*The College*)	6	—	—	—	6	—

TABLE XVI.

ROYAL COLLEGE OF PRECEPTORS.—Pupils' Examinations for 1864, 1865, and 1866.

ANALYSIS according to CLASSIFICATION of SCHOOL.

	Total.	General.			Commercial.	
		1st Class.	2nd Class.	3rd Class.	Higher.	Lower.
3 grammar schools, gaining *at least three* certificates each	38	1	4	9	2	5
5 proprietary schools " "	87	6	33	33	4	11
102 private schools " "	2,402	96	514	1,060	195	539
110 schools gaining *at least three* certificates each.	2,527	103	551	1,102	201	555
1 grammar school, gaining *less than three* certificates each	2	1	1	—	—	—
3 proprietary schools " "	3	2	1	—	—	—
15 private schools " "	22	2	3	17	—	—
19 schools gaining *less than three* certificates each.	25	5	5	17	—	—
Total, 129 schools	2,552	108	556	1,119	201	555

TABLE XVII.

ROYAL COLLEGE OF PRECEPTORS.—PUPILS' EXAMINATIONS.

TABLE showing the NUMBER of CERTIFICATES gained by the several SCHOOLS named at the Half-yearly Examinations in the Years 1864, 1865, 1866.

N.B.—The Commercial Certificates are gained by candidates who are not examined, or do not pass, in any foreign language.

The names in *italics* are names of Schools not included in the list of endowed Grammar or other Secondary Schools.

BOYS' SCHOOLS.	Total.	General.			Commercial.	
		1st Class.	2nd Class.	3rd Class.	Higher.	Lower.
Kennington Road, S. (Clarendon House)	138	14	32	67	15	10
Margate (Dane House)	135	11	38	64	8	14
Margate (Thanet Collegiate School)	109	7	32	37	12	21
Morden, S. (Morden Hall)	90	1	23	34	8	24
Enfield (Palace Shcool)	82	1	25	35	9	12
Kelvedon (Kelvedon School)	65	3	25	28	2	7
Islington (16, Barnsbury Villas)	63	2	13	21	10	17
Christchurch (Christchurch School)	63	5	16	28	—	13
Brixton Hill (The College)	57	4	14	31	3	5
Taunton (Fulland's School)	55	5	8	8	11	23
De Beauvoir Town (Southgate Road School)	54	—	3	9	17	25
Bury St. Edmunds (College Street)	52	3	4	38	2	5
Finsbury Square, E.C. (No. 31)	48	1	10	25	5	7
Chelsea (Oxford House)	47	—	4	26	3	14
Huntingdon (Cowper's House School)	41	—	3	14	7	17
Twickenham (Twickenham School)	40	1	8	16	1	14
Sydenham (The College)	39	1	14	16	4	4
Turnham Green, W. (Chiswick Collegiate School)	37	2	6	22	3	4
*Sittingbourne (Key Street)**	35	4	8	16	2	5
Orsett (Orsett House)	34	—	8	17	—	9
Blackheath (Mission School)	34	3	16	11	3	1
York (Holgate Seminary)	33	2	6	5	3	17
Stoke Newington (Harford House)	31	2	7	13	3	6
Wrexham (Grove Park School)	30	1	4	5	7	13
Camberwell Road, S. (Newton House Collegiate School)	29	—	3	19	—	7
Brighton (Ship Street Proprietary School)	29	1	12	8	1	8
Fulham Road (Seymour House)	29	1	6	6	3	13
East Greenwich (Belle Vue House)	25	—	1	15	—	9
Westbourne Grove (Pembridge College)	25	3	7	9	1	5
Yeovil (Private Grammar School)	24	1	11	3	3	6
Notting Hill Square (Argyll College)	24	—	2	15	—	7
Arundel Square, N. (New College)	23	—	7	7	1	8
Chelsea (Stanley Villa)	23	1	5	12	2	3
Clapham (Clapham New Park)	23	3	8	8	1	3
Leeds (Kippax Hall)	23	1	3	7	3	9
Ripon (Bishopton Close Academy)	23	—	3	6	3	11
Norland Square, W. (No. 36)	22	—	9	8	1	4
Yeovil (Grammar School)	22	1	4	10	2	5
Twickenham (Bath House)	21	1	8	8	—	4
Tottenham (High Cross College)	21	—	3	7	1	10
St Martin's Lane (Commercial School)	21	—	3	12	—	6

* The Master has since died.

Schools gaining at least *three* Certificates in three years—*cont.*

Boys' Schools.	Totals.	General.			Commercial.	
		1st Class.	2nd Class.	3rd Class.	Higher.	Lower.
St. John's Wood, Langford Place (St. John's Gram. Sch.)	21	2	9	4	2	4
Camden Town (Camden House School)	20	—	2	13	1	4
Leyton (Salway House)	19	—	1	16	1	1
Sherborne (Private School)	19	—	3	10	—	6
Hastings (West Hill House)	18	2	5	7	1	3
Bradford, York (Woodville House)	18	—	1	16	—	1
Bath (Weston School)	17	—	—	8	1	8
Islington (Priory School)	17	—	4	4	2	7
Lower Norwood (Wolfington House)	16	—	2	14	—	—
Thirsk (Sand Hutton)	16	—	1	6	—	9
Stratford (Stratford School)	16	1	—	11	—	4
Edmonton (Elm House)	16	—	2	14	—	—
Folkestone (Grove House School)	15	—	3	7	—	5
Woodford (Forest House)	15	—	6	4	4	1
Lewisham (Congregational School)	15	3	3	9	—	—
Brixton Hill, S. (Tellham House School)	15	—	5	7	2	1
Peckham (Rutland House)	15	—	3	7	1	4
Ipswich (Stoke Hall School)	14	—	4	9	1	—
Finchley (Falkland House)	14	—	2	8	—	4
Southend (Grammar School)	14	—	2	5	2	5
Fulham Road (Marlborough Houses	14	—	1	5	2	6
City Road (Artillery House)	13	—	—	4	—	9
Aldershot, Cambridge Road	13	—	2	6	—	5
Nottingham (Sherwood House)	12	—	1	8	—	3
Downham Road (Grammar School)	12	—	1	7	2	2
Deptford, S.E. (Grammar School)	12	—	—	5	4	3
Canonbury, N. (Canonbury House School)	12	—	3	5	—	4
*Islington (Thornhill House)**	11	2	5	1	3	—
Brixton (Loughborough School)	11	—	2	7	—	2
Finsbury, E.C. (King Street)	11	—	—	3	—	8
Wrington (Wrington Academy)	10	—	2	8	—	—
Horncastle (Grammar School)	10	—	2	5	1	2
*Ealing (Great Ealing School)**	10	—	—	8	1	1
Croydon (College House)	10	—	—	4	—	6
Peckham Rye (Nunhead Grammar School)	10	—	3	5	2	—
Darlington (Heighington Academy)	9	—	—	9	—	—
Exeter (King's Lodge College)	9	—	3	5	—	1
Bath (Weston Grove School)	8	—	3	2	—	3
New Wandsworth (Halbrake School)	8	—	2	3	—	3
Kilburn (Kilburn Square House)	8	—	1	5	—	2
Gray's Inn Road (St. Bartholomew's School)	8	—	6	2	—	—
Kent (Bromley Academy)	8	—	—	3	—	5
Great Dover Street, E.C. (No. 174)	8	—	—	4	—	4
Hampstead (Abercrombie Villa School)	8	—	1	7	—	—
Bognor (Spenser School)	7	—	3	4	—	—
Woolwich, S.E. (Paxton House School)	7	—	2	1	1	3
Southsea (St. Helen's College)	7	—	—	7	—	—
Brighton, Wellington Road (Wellesley House School)	7	1	1	3	1	1

* The Master has since left this residence.

Schools gaining at least *three* Certificates in three years—*cont.*

Boys' Schools.	Totals.	General.			Commercial.	
		1st Class.	2nd Class.	3rd Class.	Higher.	Lower.
Seven Sisters' Road, N. (No. 1, Belle Vue Villas)	7	—	1	5	—	1
Woodford (Grove House)	7	2	3	2	—	—
Cheshunt (Theobald's)	7	1	5	1	—	—
Ramsgate (West Cliff School)	7	—	1	6	—	—
Middelton Square, E.C. (23, Chadwell Street)	7	—	2	5	—	—
Shepton Mallet (Grammar School)	6	—	1	—	1	4
Newport, Monmouth (Grammar School)	6	—	1	—	5	—
Sussex, Lewes (Cliff House)	6	—	2	—	1	3
Bow Road (British and Foreign S. Society)	5	—	—	3	—	2
Blackheath, S.E. (Dartmouth Grove School)	5	1	4	—	—	—
Highgate (Grove House)	4	—	1	3	—	—
Winchester Road, N.W. (St. John's Wood Coll. Sch.)	4	1	—	3	—	—
Palestine Place (Hebrew School)	4	—	2	2	—	—
Englefield Road, N. (Beauvoir House)	4	—	2	2	—	—
Uxbridge (Cave House)	4	—	1	3	—	—
Brighton (Western College)	4	1	—	3	—	—
Reading (Caversham House)	4	—	—	1	—	3
Notting Hill (61, Clarendon Road)	4	—	1	3	—	—
Nottingham (University School)	4	—	1	—	—	3
Hornsey Rise, Victoria Road (No. 10)	3	—	—	3	—	—
Rayleigh (Rayleigh Academy)	3	—	2	1	—	—
Eight other schools gained only two certificates each.						
Eleven others gained only one certificate each.						

Girls' Schools.

Sydenham (College for Ladies)	62	4	30	21	1	6
Pimlico (22, Upper Belgrave Place)	19	—	9	10	—	—
Brighton (Brighton and Hove Ladies' Prop. School)	19	3	5	10	—	1
Woodford (Darwen Cottage)	14	1	8	5	—	—
Kensington (23, Argyll Road)	9	3	5	1	—	—
Steyning, Sussex (Biddington House)	7	1	4	2	—	—
Darlington (Grange House)	6	—	—	6	—	—
Lewes (High Street)	4	—	1	3	—	—
Stoke Newington (Park House)	4	—	—	4	—	—
South Belgravia (21, Denbigh Street)	3	—	—	3	—	—

APPENDIX VIII.

RATEABLE VALUES OF COUNTIES AND DIVISIONS.

The following Table has been drawn up from the House of Commons Return, 1867, No. 501, supplemented by information with which the Commissioners have been favoured by the Poor Law Board.

Divisions and Registration or Union Counties.	Population in 1861.	Number of Unions, &c.	Rateable Value (1867).
			£
I.—London - - -	2,803,989	39	15,824,062
Middlesex (part of) - -	2,030,814	28	12,438,451
Surrey (part of) - -	579,748	9	2,575,228
Kent (part of) - - -	193,427	2	790,383
II.—South-eastern Counties -	1,847,661	106	9,537,215
Surrey (extra metropolitan) -	273,264	12	1,636,768
Kent (extra metropolitan) -	545,272	26	2,808,580
Sussex - - - -	366,836	28	1,927,813
Hampshire - - -	456,654	28	2,019,841
Berkshire - - -	205,635	12	1,144,213
III.—South Midland Counties -	1,295,497	64	7,307,694
Middlesex (part of) - -	187,325	6	1,171,251
Hertfordshire - - -	177,452	12	950,536
Buckinghamshire - -	147,207	7	798,111
Oxfordshire - - -	171,233	9	938,264
Northamptonshire - -	231,079	12	1,338,318
Huntingdonshire - -	59,137	3	375,647
Bedfordshire - - -	140,479	6	642,352
Cambridgeshire - - -	181,585	9	1,093,215
IV.—Eastern Counties - -	1,142,580	56	5,826,106
Essex - - - - -	379,705	17	2,027,366
Suffolk - - - -	335,409	17	1,651,122
Norfolk - - - -	427,466	22	2,147,618
V.—South-western Counties -	1,835,714	80	8,306,413
Wiltshire - - -	236,027	18	1,317,472
Dorsetshire - - -	182,193	12	854,363
Devonshire - - -	589,385	20	2,420,480
Cornwall - - -	364,848	13	1,131,431
Somersetshire - - -	463,261	17	2,582,667

Divisions and Registration or Union Counties.	Population in 1861.	Number of Unions, &c.	Rateable Value (1867).
			£
VI.—West Midland Counties	2,436,568	83	11,051,600
Gloucestershire	443,535	17	2,184,195
Herefordshire	106,796	8	789,579
Shropshire	260,409	15	1,419,861
Staffordshire	769,541*	17	2,620,804
Worcestershire	294,953	13	1,900,770
Warwickshire	561,334	13	2,313,583
VII.—North Midland Counties	1,288,928	45	6,968,104
Leicestershire	243,648	11	1,295,620
Rutlandshire	23,479	2	175,449
Lincolnshire	404,143	14	2,757,366
Nottinghamshire	323,784	9	1,497,971
Derbyshire	293,874	9	1,241,698
VIII.—North-western Counties	2,935,540	42	12,581,309
Cheshire	470,174	11	2,257,492
Lancashire	2,465,366	31	10,323,817
IX.—Yorkshire	2,015,541	61	8,396,403
West Riding	1,530,007	37	5,470,969
East Riding (with York)	274,425	10	1,567,731
North Riding	211,109	16	1,357,703
X.—Northern Counties	1,151,372	39	5,419,102
Durham	542,125	15	2,219,423
Northumberland	343,025	12	1,750,521
Cumberland	205,276	9	1,048,208
Westmorland	60,946	3	400,950
XI.—Monmouthshire and Wales	1,312,834	54	5,099,400
Monmouthshire	196,977	6	736,874
South Wales	416,135	21	2,714,320
North Wales	699,722	27	1,648,206

* This total is incomplete in so far as it does not include a portion of the parish of Stoke-upon Trent, having 2,609 inhabitants.

N.B.—The produce of a rate of one farthing in the pound may be roughly estimated by striking off the last three figures from the rateable value.

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